# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: CRAIG MIDDLE Campus ID: 221901048 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% 39% 2022-23 through 2026-27 52% 42% 46% 66% 51% 78% 53% 62% 43% 31% 2027-28 through 2031-32 62% 54% 58% 73% 82% 63% 70% 55% 45% 52% 62% 2032-33 72% 66% 69% 80% 72% 87% 67% 60% 65% 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% 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% 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

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

											Two											
											or		Non									
		State	District	Campus	Afr Amer I	Hispanio		Amer Ind				Econ Disadv	Econ Disadv	CWD	смор	EL	Male	Female Mi	grant l	lomeless	Foster Care	
STAAR Percer	nt at Ap	proac	hes Gr	ade Le	vel or /	Above																
Grade 6 Reading	All	67%	59%	56%	39%	46%	75%	*	60%	-	88%	48%	82%	28%	61%	35%	52%	61%	-	43%	0%	*
	Students								0070						0170					1070		
	CWD CWOD	33%	30% 64%	28% 61%	0% 45%	22% 52%	50% 78%	-	- 60%	-	86%	29% 52%	20% 86%	28%	- 61%	200/	32% 57%	22% 66%	-	42%	*	- *
	EL	42%	37%	35%	43% 21%	52% 83%	1070		*	-	0070	30%	0070 *	-	38%		21%	50%	-	4Z70 *		
	Male	42 % 62%	54%	52%	33%	41%	- 76%	-	*	-	*	42%	80%	32%	57%		52%	-	-	33%	*	*
	Female		65%	61%	50%	51%	73%	*	*	-	*	54%	85%	22%	66%	50%	-	61%	-	60%	*	-
Mathematics		80%	77%	75%	61%	69%	91%	*	100%	-	75%	71%	88%	59%	78%	62%	78%	73%	-	79%	60%	*
	Students	E00/	E 40/	50%	00/	620/	750/				*	FC0/	000/	F00/		*	640/	EC0/		*	*	
	CWD	50%	54%	59%	0%	63%	75%	-	-	-		56%	80%	59%	-	620/	61%	56%	-		*	-
		83% 67%	82% 62%	78% 62%	70% 47%	70% 100%	93%		100%	-	71%	74% 57%	89% *	- *	78% 63%	63% 62%	81%	75%	-	75% *	-	
	EL Male	67% 78%	62% 77%	62% 78%	47% 63%	76%	- 89%	-	*	-	- *	57% 75%	86%	61%	63% 81%		64% 78%	58%	-	89%	- *	- *
	Female		78%	73%	56%	61%	92%	*	*	-	*	67%	91%	56%	75%	58%	- 10/0	- 73%	-	60%	*	-
Grade 7	1 officio	0170	10/0	10/0	0070	0170	0270					01 /0	0170	0070	1070	0070		10/0		0070		
Reading	All Students	74%	68%	64%	46%	58%	76%	*	100%	*	54%	56%	84%	32%	70%	26%	59%	68%	-	42%	*	*
	CWD	37%	38%	32%	30%	16%	50%	-	*	-	*	19%	67%	32%	-	*	41%	20%	-	*	*	-
	CWOD		73%	70%	50%	67%	81%	*	100%	*	64%	64%	87%	-	70%	24%	64%	76%	-	44%	-	*
	EL	49%	36%	26%	8%	50%	-	-	*	-	-	22%	*	*	24%	26%	33%	20%	-	*	-	-
	Male	70%	65%	59%	41%	54%	75%	*	*	-	29%	50%	82%	41%	64%	33%	59%	-	-	38%	-	*
	Female	79%	73%	68%	50%	62%	77%	*	*	*	83%	61%	85%	20%	76%	20%	-	68%	-	45%	*	*
Mathematics	All Students	73%	71%	68%	43%	67%	78%	*	100%	*	62%	60%	89%	40%	74%	42%	67%	69%	-	58%	*	*
	CWD	43%	45%	40%	30%	36%	50%	-	*	-	*	26%	80%	40%	-	*	47%	32%	-	*	*	-
	CWOD		76%	74%	47%	73%	83%	*	100%	*	73%	67%	90%	-	74%	41%	72%	75%	-	63%	-	*
	EL	57%	46%	42%	25%	67%	-	-	*	-	-	39%	*	*	41%	42%	44%	40%	-	*	-	-
	Male	72%	70%	67%	45%	64%	83%	*	*	-	43%	58%	91%	47%	72%	44%	67%	-	-	38%	-	*
	Female	75%	73%	69%	42%	70%	74%	*	*	*	83%	62%	87%	32%	75%	40%	-	69%	-	73%	*	*
Grade 8																						
Reading	All	84%	82%	79%	72%	82%	83%	*	100%	-	75%	77%	84%	46%	84%	42%	78%	81%	-	71%	-	*
	Students																					
	CWD	47%	52%	46%	80%	40%	50%	*	-	-	*	53%	22%	46%	-	*	48%	44%	-	*	-	-
	CWOD		86%	84%	71%	88%	88% *	-	100%	-	86%	82%	90% *	-	84%	46%		86%	-	69%	-	*
	EL	62%	61%	42%	27%	50%		-	*	-	-	38%			46%	42%		46%	-	500/	-	-
	Male Female	81%	80% 83%	78% 81%	70% 75%	82% 81%	75% 91%	- *	*	-	60%	77% 78%	80% 89%	48% 44%	83% 86%	38% 46%	78%	- 81%	-	50% 88%	-	- *
Mathematics		87%	83%	88%	80%	93%	93%	*		-	75%	89%	87%	83%	90%	75%	_	90%	-	86%	-	
	Students							*	-	-	*				90 /0	*			-	*	-	-
	CWD CWOD	58% 90%	63% 87%	83% 90%	100% 78%	75% 96%	86% 94%		-	-	71%	81% 91%	89% 86%	83%	- 90%	77%	80% 89%	88% 90%	-	85%	-	-
	EL	90% 77%	87% 80%	90% 75%	78% 64%	96% 83%	94%	-	-	-	/ 170	91% 74%	86% *	- *	90% 77%	75%		90% 75%	-	00% *	-	-
	⊏∟ Male	84%	80% 81%	87%	04 <i>%</i> 75%	92%	89%	-	-	-	*	88%	86%	80%	89%	75%		-	-	83%	-	-
	Female		85%	90%	86%	92 % 93%	97%	*	-	-	60%	90%	87%	88%	90%	75%	-	90%	-	88%	-	-
Science	All	79%	73%	71%	65%	65%	83%	*	100%	-	75%	68%	78%	52%		31%	71%	71%	-	50%	-	*
	Students CWD	46%	48%	52%	67%	45%	57%	*	-		*	58%	33%	52%	-	*	54%	50%	-	*	_	-
	CWOD		76%	74%	64%	68%	88%	-	100%	-	86%	70%	82%	-	74%	33%	74%	74%	-	46%	-	*
	EL	55%	37%	31%	27%	25%	*	-	*	-	-	29%	*	*	33%	31%		38%	-	*	-	-
	Male	78%	73%	71%	58%	67%	82%	-	*	-	*	69%	74%	54%	74%	23%	71%	-	-	33%	-	-
	Female	81%	72%	71%	71%	62%	85%	*	*	-	60%	66%	82%	50%	74%	38%	-	71%	-	63%	-	*

		State	District	Campus	Afr S Amer I	Hispanio		Amer Ind			Two or More Races		Non Econ Disadv	CWD	смор	FL	Male	Female	Migrant	Homeless	Foster Care	
End of Cours Algebra I	se All	83%	86%	100%	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	*	100%		-	-	-	*
/ igobid i	Students CWD	52%	62%	10070	10070	10070	10070		10070			10070	10070		10070		10070	10070				
	CWOD	87%	89%	- 100%	- 100%	- 100%	- 100%	-	- 100%	-	-	- 100%	- 100%	-	- 100%	*	- 100%	- 100%	-	-	-	*
	EL Male	73% 79%	87% 82%	* 100%	- *	- 100%	- 100%	-	*	2	-	* 100%	* 100%	-	* 100%	*	* 100%	-	-	-	-	-
	Female		89%	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	-	-	-	*
TAAR Perce	ent at Me	ets G	rade L	evel or	Above																	
Grade 6 Reading	All Students	36%	29%	26%	11%	15%	46%	*	20%	-	38%	16%	55%	17%	27%	15%	25%	27%	-	21%	0%	*
	CWD	19%	19%	17%	0%	15%	25%	-	-	-	*	17%	20%	17%	-	*	14%	22%	-	*	*	-
	CWOD EL	38% 14%	31% 11%	27% 15%	13% 11%	15% 33%	49% -	-	20% *	2	29% -	16% 9%	57% *	- *	27% 17%	17% 15%		28% 25%	-	25% *	-	-
	Male	33%	26%	25%	10%	15%	49%	-	*	-	*	16%	48%	14%	27%	7%	25%	-	-	22%	*	*
Mathematic	Female		32%	27%	13%	16%	43%	*	600/	-	620/	16%	64%	22%		25%	-	27%	-	20%	00/	-
Mathematics	s All Students CWD	46% 23%	42% 24%	39% 22%	22% 0%	28% 15%	59% 42%		60%	-	63% *	29% 22%	70% 20%	22% 22%	42%	35% *	40% 21%	38% 22%	-	29% *	0% *	
	CWD		45%	42%	25%	31%	42 % 62%	*	- 60%	-	57%	30%	20 <i>%</i> 74%	-	- 42%	38%	43%	41%	-	33%	*	*
	EL Male	27% 45%	29% 42%	35% 40%	21% 20%	67% 32%	- 60%	-	*	-	- *	26% 31%	* 64%	* 21%	38% 43%	35% 36%	36% 40%	33%	-	* 11%	- *	- *
	Female		42% 41%	40% 38%	20% 25%	32% 23%	59%	*	*	-	*	26%	79%	21%	43% 41%	33%		38%	-	60%	*	-
Grade 7 Reading	All	48%	40%	36%	24%	25%	56%	*	63%	*	23%	26%	63%	14%	41%	16%	29%	43%	-	21%	*	*
	Students CWD	21%	22%	14%	10%	4%	33%	-	*	-	*	5%	40%	14%	-	*	22%	4%	-	*	*	-
	CWOD	51%	43%	41%	28%	29%	60%	*	83%	*	27%	30%	67%	- *	41%	18%	31%	49%	-	25%	-	*
	EL Male	19% 44%	19% 38%	16% 29%	8% 14%	33% 17%	- 56%	- *	*	-	- 0%	17% 17%	* 59%	* 22%	18% 31%		11% 29%	20%	-	25%	-	-*
	Female		42%	43%	33%	32%	56%	*	*	*	50%	33%	65%	4%	49%	20%	-	43%	-	18%	*	*
Mathematics	s All Students	41%	33%	31%	4%	24%	52%	*	38%	*	23%	21%	58%	14%	35%	11%	31%	32%	-	5%	*	*
	CWD	22%	20%	14%	10%	4%	33%	-	*	-	*	5%	40%	14%	-	*	19%	8%	-	*	*	-
	CWOD EL	44% 22%	35% 13%	35% 11%	3% 0%	28% 33%	55% -	-	50% *	-	27% -	24% 11%	61% *	- *	35% 12%	12% 11%		36% 10%	-	6% *	-	-
	Male Female	41% 42%	34% 31%	31% 32%	0% 8%	25% 23%	56% 49%	*	*	- *	14% 33%	22% 20%	55% 60%	19% 8%	34% 36%	11% 10%	31% -	- 32%	-	13% 0%	- *	*
Grade 8																						
Reading	All Students	53%	44%	43%	38%	31%	62%	*	80%	-	50%	35%	61%	24%	46%	15%	40%	47%	-	14%	-	*
	CWD	22%	27%	24%	80%	5%	36%	*	-	-	*	28%	11%	24%	-	*	28%	19%	-	*	-	-
	CWOD EL	57% 19%	46% 13%	46% 15%	33% 18%	35% 8%	66% *	-	80% *	-	57% -	36% 17%	66% *	- *	46% 17%	17% 15%		50% 31%	-	8% *	-	-
	Male Female	49% 58%	41% 47%	40% 47%	26% 50%	30% 32%	59% 66%	- *	*	-	* 40%	33% 37%	54% 69%	28% 19%		0% 31%	40%	- 47%	-	17% 13%	-	- *
Mathematics	s All	55%	38%	53%	49%	53%	63%	*	-	-	25%	52%	58%	46%	55%	42%	48%	59%	-	57%	-	-
	Students CWD	27%	32%	46%	80%	30%	57%	*	_	_	*	47%	44%	46%	_	*	40%	56%	_	*	_	_
	CWOD	59%	40%	55%	44%	57%	64%	-	-	-	29%	53%	60%	-			50%	59%	-	54%	-	-
	EL Male	36% 52%	32% 36%	42% 48%	36% 50%	50% 47%	* 50%	-	-	-	- *	43% 47%	* 52%	* 40%	41% 50%		33% 48%	50%	-	* 67%	-	-
	Female		41%	<del>5</del> 9%	48%	59%	79%	*	-	-	0%	57%	65%	56%	59%	50%		59%	-	50%	-	-
Science	All Students	50%	40%	40%	35%	29%	55%	*	100%	-	38%	30%	61%	26%	42%	19%	40%	40%	-	29%	-	*
	CWD	23%	26%	26%	67%	10%	29%	*	-	-	*	27%	22%	26%	-	*	27%	25%	-	*	-	-
	CWOD EL	53% 20%	42% 13%	42% 19%	31% 18%	32% 8%	59% *	-	100% *	2	43% -	31% 17%	64% *	- *	42% 21%		42% 15%	41% 23%	-	23%	-	-
	Male Female	50%	41% 38%	40% 40%	33% 38%	32% 26%	53% 57%	- *	*	-	* 20%	32% 29%	57% 64%	27% 25%	42% 41%		40%	40%	-	33% 25%	-	- *
End of Cours	se																					
Algebra I	All Students	59%	65%	99%	100%	96%	100%	-	100%	-	-	96%	100%	-	99%	*	98%	100%	-	-	-	*
	CWD CWOD		31% 69%	- 99%	- 100%	- 96%	- 100%	-	- 100%	-	-	- 96%	- 100%	-	- 99%	- *	- 98%	- 100%	-	-	-	- *
	EL Male	40% 53%	44% 61%	* 98%	- *	- 94%	- 100%	:	* *	-	-	* 93%	* 100%	-	* 98%	*	* 98%	* -	-	-	-	-
	Female	65%	68%	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	-	-	-	*
Grade 6	ent at Ma	sters	Grade	Level																		
Reading	All Students	17%	12%	8%	0%	1%	17%	*	20%	-	25%	3%	22%	2%	8%	0%	6%	10%	-	0%	0%	*
	CWD	6%	7%	2%	0%	0%	0%	- *	-	-	*	2%	0%	2%	-	*	0%	6%	-	*	*	-
	CWOD EL	18% 4%	13% 3%	8% 0%	0% 0%	2% 0%	19% -	-	20% *	2	14% -	3% 0%	24% *	- *	8% 0%	0% 0%	7% 0%	10% 0%	-	0% *	-	-
	Male	14%	9%	6%	0%	1%	15%	-	*	-	*	3%	14%	0%	7%	0%	6%	-	-	0%	*	*
	Female	20%	15%	10%	0%	1%	20%	*	*	-	*	3%	33%	6%	10%	0%	-	10%	-	0%	*	-

		State	District	Campus	Afr Amer I	Hispanic		Amer Ind			Two or More Races		Non Econ Disadv	CWD	смор	EL	Male	Female	Migrant H	lomeless	Foster Care	
Mathematics		20%	18%	18%	7%	7%	34%	*	40%	-	38%	11%	39%	7%	20%	12%	19%	17%	-	14%	0%	*
	Students CWD	9%	10%	7%	0%	4%	8%	-	-	-	*	7%	0%	7%	-	*	7%	6%	-	*	*	-
	CWOD	22%	19%	20%	8%	8%	37%	*	40%	-	29%	11%	42%	-	20%	13%	21%	18%	-	17%	*	*
	EL Male	8% 20%	6% 19%	12% 19%	11% 7%	17% 7%	- 38%	-	*	2	- *	9% 12%	* 36%	* 7%	13% 21%	12% 7%	7% 19%	17% -	-	* 11%	- *	- *
	Female		17%	17%	6%	7%	29%	*	*	-	*	9%	42%	6%		17%	-	17%	-	20%	*	-
Grade 7			<b>.</b>													=0/		<b>.</b>		=0/		
Reading	All Students	29%	21%	19%	9%	11%	32%	î	38%	•	23%	12%	37%	2%	23%	5%	14%	24%	-	5%	Ŷ	Ŷ
	CWD CWOD	9% 21%	10% 23%	2% 23%	0% 11%	0% 13%	6% 37%	- *	* 50%	- *	* 27%	0% 14%	7% 43%	2% -	- 23%	* 6%	3% 17%	0% 28%	-	* 6%	*	-
	EL	8%	8%	23 % 5%	0%	17%	-	-	*	-	-	6%	4J/0 *	*	6%	5%	0%	10%	-	*	-	-
	Male Female	25% 32%	19% 23%	14% 24%	5% 13%	8% 14%	27% 36%	*	*	- *	0% 50%	8% 15%	30% 44%	3% 0%	17% 28%	0% 10%	14% -	- 24%	-	0% 9%	- *	*
Mathematics		16%	11%	13%	0%	5%	27%	*	38%	*	8%	4%	34%	4%	15%	5%	11%	15%	-	0%	*	*
	Students CWD	7%	10%	4%	0%	0%	11%	-	*	-	*	0%	13%	4%	-	*	6%	0%	-	*	*	-
	CWOD	17%	11%	15%	0%	6%	30%	*	50%	*	9%	5%	38%	-	15%	6%	13%	17%	-	0%	-	*
	EL Male	6% 16%	2% 11%	5% 11%	0% 0%	17% 6%	- 25%	- *	*	2	- 0%	6% 3%	* 32%	* 6%	6% 13%	5% 0%	0% 11%	10%	-	* 0%	-	-*
	Female		10%	15%	0%	5%	29%	*	*	*	17%	5%	36%	0%	17%	10%	-	15%	-	0%	*	*
Grade 8 Reading	All	27%	20%	18%	9%	10%	35%	*	60%	-	13%	11%	35%	7%	20%	8%	17%	20%	-	14%	-	*
Ū	Students	70/	70/	70/	00/	E0/	4 4 0/	*			*	<b>C</b> 0/	440/	70/		*	00/	60/		*		
	CWD CWOD	7% 30%	7% 22%	7% 20%	0% 10%	5% 10%	14% 38%	-	- 60%	-	14%	6% 11%	11% 38%	7% -	- 20%	8%	8% 19%	6% 22%	-	8%	-	-
	EL	5%	7%	8%	9%	0%	*	-	*	-	- *	8%	*	*	8%	8%	0%	15%	-	*	-	-
	Male Female	24% 31%	17% 23%	17% 20%	9% 8%	8% 12%	32% 38%	*	*	-	0%	9% 12%	33% 38%	8% 6%	19% 22%	0% 15%	17% -	- 20%	-	17% 13%	-	*
Mathematics	All Students	17%	5%	5%	5%	4%	9%	*	-	-	0%	5%	6%	10%	4%	0%	5%	6%	-	7%	-	-
	CWD	9%	11%	10%	20%	5%	14%	*	-	-	*	9%	11%	10%	-	*	8%	13%	-	*	-	-
	CWOD EL	18% 6%	3% 0%	4% 0%	3% 0%	4% 0%	8%	-	-	-	0% -	4% 0%	5% *	- *	4% 0%	0% 0%	4% 0%	5% 0%	-	0% *	-	-
	Male	16%	5%	5%	0%	3%	11%	-	-	-	*	4%	7%	8%	4%	0%	5%	-	-	17%	-	-
	Female	17%	4%	6%	10%	5%	7%	*	-	-	0%	6%	4%	13%	5%	0%	-	6%	-	0%	-	-
Science	All Students	25%	16%	18%	10%	10%	32%	*	60%	-	13%	11%	33%	10%	19%	12%	19%	17%	-	0%	-	*
	CWD CWOD	10%	12% 17%	10% 19%	33% 7%	5%	7% 36%	*	- 60%	-	* 14%	9% 12%	11% 36%	10%	- 19%	*	4% 22%	19% 17%	-	* 0%	-	- *
	EL	20% 5%	5%	12%	9%	11% 8%	*	-	*	-	-	12%	*	*		13% 12%	22% 0%	23%	-	*	-	-
	Male Female	25% 24%	18% 15%	19% 17%	4% 17%	13% 7%	33% 32%	- *	*	-	* 0%	11% 12%	35% 31%	4% 19%	22% 17%	0% 23%	19% -	- 17%	-	0% 0%	-	- *
End of Cours	۵																					
Algebra I	All	36%	40%	97%	100%	92%	100%	-	100%	-	-	92%	100%	-	97%	*	98%	97%	-	-	-	*
	Students CWD	9%	13%		-	-	-	-	-	-		-	-		-	-		-	-	-	-	-
	CWOD	39%	44%	97%	100%	92%	100%	-	100%	-	-	92%	100%	-	97%	*	98%	97%	-	-	-	*
	EL Male	19% 31%	27% 37%	* 98%	- *	- 94%	- 100%	-	*	2	-	* 93%	* 100%	2	* 98%	*	* 98%	*	-	-	-	-
	Female		42%	97%	*	89%	100%	-	*	-	-	91%	100%	-	97%	*	-	97%	-	-	-	*
TAAR Percer	nt at Ap	oroac	hes Gra	ade Lev	el or /	Above																
All Grades All Subjects	All	77%	73%	72%	59%	69%	83%	78%	95%	*	71%	67%	85%	47%	76%	46%	71%	73%	-	60%	21%	829
	Students CWD	46%	47%	47%	40%	41%	59%	*	*	-	33%	44%	60%	47%	-		51%	42%	-	62%	0%	-
	CWOD EL		77%	76%	62%	74%	86% *	83%	95% 90%	*	77%	71%	88%	- 29%	76% 47%	47%	75% 44%	78%	-	60%	38%	82%
	⊏∟ Male	62% 74%	53% 71%	46% 71%	32% 55%	62% 69%	82%	*	90% 91%	-	- 61%	42% 66%	86% 83%	29% 51%		40%		48% -	-	53% 52%	- 33%	- 679
	Female	80%	74%	73%	63%	69%	83%	71%	100%	*	79%	68%	87%	42%	78%	48%	-	73%	-	68%	13%	100
Reading	All Students	73%	68%	67%	53%	62%	78%	*	89%	*	69%	60%	83%	35%	72%	35%		70%	-	51%	0%	609
	CWD CWOD	39% 78%	39% 73%	35% 72%	33% 56%	25% 70%	50% 82%	*	* 88%	- *	* 76%	32% 66%	45% 88%	35%	- 72%	17% 37%	40% 68%	27% 76%	-	50% 51%	*	- 609
	EL	54%	44%	35%	19%	58%	*	-	*	-	-	31%	83%	17%	37%	35%	31%	40%	-	38%	-	-
	Male Female	69% 78%	65% 72%	63% 70%	47% 59%	60% 65%	75% 80%	*	80% 100%	- *	57% 80%	56% 64%	80% 86%	40% 27%	68% 76%	31% 40%	63% -	- 70%	-	39% 63%	*	*
Mathematics		81%	77%	78%	63%	77%	87%	*	100%	*	69%	73%	90%	58%	81%	62%	79%	77%	-	72%	43%	100
	Students CWD	53%	54%	58%	38%	57%	68%	*	*	-	*	52%	83%	58%	-		61%	54%	-	67%	*	-
	CWOD	84% 72%	81% 69%	81% 62%	67% 45%	80% 83%	90% *	*	100%	*	72%	77% 58%	91% 100%	- 50%	81% 63%	63% 62%	82% 64%	81% 60%	-	73% 75%	*	100
	FI					00 /0		-		-	-	00 /0	100/0					00 /0	-	10/0	-	-
	EL Male	79%	77%	79%	63%	79%	88%	*	100%	-	57%	74%	90%	61%	82%		79%	-	-	70%	*	*
		79%				79% 75%	88% 86%	*	100% 100%	- *	57% 80%	74% 72%	90% 90%	61% 54%		64% 60%	79% -	- 77%	-		*	*

											Two or		Non									
		C4-4-	District		Afr	Llienenie	\A/l=:4=	Amer				Econ	Econ		~~~~		Mala	Famala	Minunant	lloweless	Foster	
	CWD	51%	50%	t Campus 52%	67%	45%	57%	Ind *	Asian -	-	Races	Disadv 58%	33%	52%	-	, EL *	<b>Male</b> 54%	50%	- Migrant	Homeless	Care	Military -
	CWOD		77%	74%	64%	68%	88%	-	100%	-	86%	70%	82%	-	74%	33%	74%	74%	-	46%	-	*
	EL	61%	46%	31%	27%	25%	*	-	*	-	- *	29%	*	*	33%	31%		38%	-	*	-	-
	Male Female	79% 81%	74% 73%	71% 71%	58% 71%	67% 62%	82% 85%	*	*	-	60%	69% 66%	74% 82%	54% 50%	74% 74%	23% 38%	71% -	- 71%	-	33% 63%	-	*
STAAR Perce All Grades	ent at Me	ets G	rade L	evel or <i>l</i>	Above	)																
All Subjects	All	49%	41%	40%	27%	30%	58%	33%	63%	*	35%	30%	63%	22%	43%	23%	38%	42%	-	24%	0%	55%
	Students																					
	CWD CWOD	24%	24% 44%	22% 43%	29% 27%	12% 34%	36% 61%	* 17%	* 70%	-	22% 38%	20% 32%	31% 67%	22%	- 43%	7% 25%	24% 41%	20% 45%	-	23% 24%	0% 0%	- 55%
	EL	29%	23%	43 % 23%	16%	30%	*	-	60%	-	- 30 /0	21%	50%	- 7%	25%	23%		43 <i>%</i> 29%	-	24 %	-	-
	Male	47%	41%	38%	22%	30%	57%	*	45%	-	26%	29%	59%	24%	41%	18%		-	-	25%	0%	17%
	Female	952%	42%	42%	33%	31%	58%	43%	84%	*	44%	31%	68%	20%	45%	29%	-	42%	-	23%	0%	100%
Reading	All	47%	40%	35%	24%	24%	55%	*	56%	*	34%	26%	60%	18%	38%	15%	31%	39%	_	19%	0%	60%
reading	Students		-+U /0	55 /0	27 /0	∠+/0	5570		00 /0		J+ /0	20 /0	00 /0	10 /0	00 /0	1370	0170	03/0	-	13/0	0 /0	00 /0
	CWD	21%	21%	18%	24%	8%	32%	*	*	-	*	16%	28%	18%	-	0%	21%	14%	-	17%	*	-
	CWOD	50% 23%	43%	38%	25% 12%	27% 21%	58% *	*	63% *	*	36%	28%	63% 33%	- 0%	38% 17%	17%		43% 26%	-	20%	*	60%
	EL Male	23% 43%	18% 36%	15% 31%	12%	21% 21%	55%	*	30%	-	- 14%	14% 22%	33% 54%	0% 21%	33%	15% 6%	6% 31%	20%	-	13% 22%	*	*
	Female		43%	39%	34%	27%	55%	*	88%	*	53%	29%	66%	14%	43%	26%	-	39%	-	17%	*	*
Mathematics		51%	43%	44%	27%	37%	62%	*	61%	*	34%	35%	68%	26%	48%	32%	44%	45%	-	28%	0%	40%
	Students CWD	26%	27%	26%	24%	15%	43%	*	*		*	23%	38%	26%		17%	26%	25%	_	17%	*	
	CWOD		46%	48%	24 %	42%	43 <i>%</i> 64%	*	69%	*	36%	37%	72%	20 /0	- 48%	34%		48%	-	29%	*	40%
	EL	37%	32%	32%	19%	50%	*	-	*	-	-	29%	67%	17%	34%	32%		34%	-	25%	-	-
	Male	50%	44%	44%	25%	39%	61%	*	50%	-	29%	35%	65%	26%	47%	31%	44%	-	-	26%	*	*
	Female	9 51%	42%	45%	30%	36%	63%	*	75%	*	40%	35%	72%	25%	48%	34%	-	45%	-	29%	*	*
Science	All Students	53%	43%	40%	35%	29%	55%	*	100%	-	38%	30%	61%	26%	42%	19%	40%	40%	-	29%	-	*
	CWD	25%	27%	26%	67%	10%	29%	*	-	-	*	27%	22%	26%	-	*	27%	25%	-	*	-	-
	CWOD EL	56% 26%	45% 17%	42% 19%	31% 18%	32% 8%	59% *	-	100%	-	43%	31% 17%	64% *	- *	42% 21%	21% 19%		41% 23%	-	23%	-	*
	EL Male	20% 53%	45%	40%	33%	8% 32%	53%	-	*	-	*	32%	57%	27%	42%	15%	40%	23%	-	33%	-	-
	Female		40%	40%	38%	26%	57%	*	*	-	20%	29%	64%	25%	41%	23%	-	40%	-	25%	-	*
	nt at Ma	etore	Grada																			
STAAR Perce All Grades	ant at Ma	SIGLS	Grade	Level																		
All Subjects	All	23%	17%	17%	7%	9%	31%	0%	49%	*	17%	9%	36%	5%	19%	7%	16%	18%	-	6%	0%	27%
,	Students																					
	CWD CWOD	8%	10% 18%	5% 19%	6% 8%	2% 11%	9% 34%	* 0%	* 54%	-	22% 16%	5% 10%	9% 40%	5% -	- 19%	0% 8%	5% 18%	6% 20%	-	15% 4%	0% 0%	- 27%
	EL	11%	8%	7%	4%	7%	34 %	- 0.20	40%	-	-	6%	40% 14%	-0%	8%	8% 7%	2%	12%	-	4%	- 0.20	21 70
	Male	22%	17%	16%	5%	10%	30%	*	32%	-	10%	9%	33%	5%	18%	2%	16%	-	-	6%	0%	17%
	Female	24%	17%	18%	10%	9%	32%	0%	68%	*	24%	10%	40%	6%	20%	12%	-	18%	-	5%	0%	40%
Reading	All	20%	15%	15%	6%	8%	28%	*	39%	*	21%	8%	32%	3%	17%	4%	12%	18%	-	6%	0%	20%
	Students CWD	7%	7%	3%	0%	1%	7%	*	*	-	*	3%	7%	3%	-	0%	4%	3%	-	17%	*	-
	CWOD	22%	16%	17%	7%	9%	31%	*	44%	*	20%	10%	35%	-	17%	5%	14%	21%	-	5%	*	20%
	EL	8%	7%	4%	2%	4%	*	- *	*	-	-	5%	0%	0%	5%	4%	0%	9%	-	0%	-	- *
	Male Female	17%	13% 17%	12% 18%	4% 8%	6% 9%	25% 32%	*	20% 63%	- *	7% 33%	6% 10%	26% 39%	4% 3%	14% 21%	0% 9%	12% -	- 18%	-	4% 8%	*	*
	i cinaic	2070	17.70	10 /0	070	570	02 /0		0070		0070	10 /0	0070	070	2170	070	_	1070	-	070		
Mathematics	s All Students		20%	19%	8%	11%	34%	*	56%	*	14%	10%	41%	6%	21%	8%	19%	19%	-	6%	0%	20%
	CWD	11%	12%	6%	5%	3%	11%	*	*	-	*	5%	10%	6%	-	0%	7%	5%	-	17%	*	-
	CWOD EL	28% 16%		21% 8%	8% 5%	12% 8%	37%	-	63% *	*	12%	11% 6%	45% 33%	- 0%	21% 9%	9% 8%	22% 6%	21% 11%	-	5% 0%		20%
	⊏∟ Male	25%		19%	5% 7%	12%	34%	*	40%	2	- 7%	10%	33% 40%	0% 7%	9% 22%	6%	19%	-	-	9%	*	*
	Female		19%	19%	9%	9%	33%	*	75%	*	20%	10%	43%	5%	21%	11%	-	19%	-	4%	*	*
Science	All Students	24%	16%	18%	10%	10%	32%	*	60%	-	13%	11%	33%	10%	19%	12%	19%	17%	-	0%	-	*
	CWD	8%	12%	10%	33%	5%	7%	*	-	-	*	9%	11%	10%	-	*	4%	19%	-	*	-	-
	CWOD	26%	17%	19%	7%	11%	36%	-	60%	-	14%	12%	36%	-	19%		22%	17%	-	0%	-	*
	EL Malo	7% 25%	5%	12%	9%	8%	*	-	*	-	- *	13%	*	*		12%	0%	23%	-	*	-	-
	Male Female	25%	18% 13%	19% 17%	4% 17%	13% 7%	33% 32%	*	*	2	0%	11% 12%	35% 31%	4% 19%	22% 17%	0% 23%	19% -	- 17%	-	0% 0%	-	- *
		_0 /0		/0			2270				2.0	/ 0	2.70			_0/0				<b>Q</b> , 9		

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

 $\mathbf{U}$ 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	62	58	60	66	*	82	*	56	59	57	66
CWD	57	50	49	73	*	*	-	*	55	57	50
CWOD	63	60	62	65	*	80	*	58	59	-	69
EL	66	41	78	-	-	*	-	-	66	50	66
Male	60	53	61	61	*	78	-	50	56	55	68
Female	65	64	59	70	*	88	*	62	61	61	64
Mathematics											
All Students	69	63	67	73	*	88	*	70	63	54	72
CWD	54	48	52	58	*	*	-	*	49	54	58
CWOD	71	66	69	75	*	87	*	75	66	-	74
EL	72	62	83	-	-	*	-	-	69	58	72
Male	67	60	67	70	*	89	-	57	62	55	78
Female	70	66	66	76	*	88	*	85	65	52	67

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

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

Federal Graduation Rates 4-year Longitudinal Cohort			Hispanic 9-12): Clas	White ss of 201	American Indian 8	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

'^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
78	8	10%

'^' 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 main Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	31	36	57	37	69	*	41	35	25	25
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									2.00.00		
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	N				N	N	N	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Ν	N	N				N	N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Ν	Ν	Ν	Ν				Ν	Ν	Ν	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Ν	Ν	Ν	Ν				Ν	Ν	N	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Ν	Y				Ν	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	Y				Ν	N	Ν	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Ν	Ν	Ν	Ν				Ν	Ν	Ν	Ν
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N				Ν	N	Ν	Ν
English Learner Language Profic	ciency Statu	IS									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N 40% N
Federal Graduation Status <sup>^</sup>											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

'A' 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 (vii): STAAR Participation

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

Participation Ra	ate	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	100%	*	98%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	*	_	100%	100%	100%	100%	-	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	100%	100%	*	98%	100%	100%	-	100%		100%	100%	-
	EL	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%		100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%		100%	-	-
	Female	100%	100%	100%	100%	100%	100%	*	97%	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-		100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%		100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%		100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%		100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-	100%	-

		Campus	African American	Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	100%	100%	100%	*	100%	-	88%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	86%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	100%	*	*	-	80%	99%	100%	100%	99%	100%	-	99%	-
Non-Participat	ion Rate																
All Subjects	All Students	0%	0%	0%	0%	0%	0%	*	2%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	0%	0%	*	2%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	0%	0%	*	3%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematic	s All Students	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	
	EL	0%	0%	0%	*		*	_	- 0 /0	0%	0%	-0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	-	0%	-
																	-
Science	All Students	0%	0%	0%	0%	*	0%	-	12%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	14%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	0%	*	*	-	20%	1%	0%	0%	1%	0%	-	1%	-

\*\* 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)

Students Without Disabilitie	25	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
In-School Suspensions											
	Male	98	20	47	26	0	0	0	5	5	
	Female	82	20	44	14	2	0	0	2 7	5	
	Total	180	40	91	40	2 2	0	0	7	10	
Out-of-School Suspensions											
·	Male	46	10	22	10	0	0	0	4	2	
	Female	38	10	19	7	2	0	0	0	0	
	Total	84	20	41	17	2	0	0	4	2	
Expulsions											
With Educational Services	Male	4	0	2	2	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	4	0	2	2	0	0	0	0	0	
Without Educational	Male	0	0	0	0	0	0	0	0	0	
Services											
	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	2	0	0	2	0	0	0	0	0	
	Female	0	0	0	0	0 0	0	0 0	0	0	
	Total	2	0	0	2	0	0	0	0	0	
School-Related Arrests											

Referrals to Law Enforcement	Male Female Total Male Female Total	Total students 9 0 9 24 6 30	African American 2 0 2 8 2 10	Hispanic 5 0 5 11 2 13	<b>White</b> 0 0 5 2 7	Indian or Alaska Native 0 0 0 0 0 0	<b>Asian</b> 0 0 0 0 0	Pacific Islander 0 0 0 0 0	Two or More Races 2 0 2 2 0 2 0 0 0 0 0	<b>EL</b> 0 0 2 0 2	Students with Disabilities	Students with Disabilities (Section 5 504)
Students With Disabilities In-School Suspensions	Male Female	18 12	5 2	11 8	2 2	0 0	0 0	0 0	0 0	0 2		8 8
Out-of-School Suspensions	Total Male Female Total	30 12 10 22	7 4 4 8	19 4 4 8	4 2 2 4	0 0 0 0	0 0 0 0	0 0 0 0	0 2 0 2	2 0 2 2		16 4 5 9
Expulsions With Educational Services Without Educational	Male Female Total Male	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 0	0 0 0 0	0 0 0 0		0 0 0 0
Services Under Zero Tolerance	Female Total Male	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		0 0 0
Policies School-Related Arrests	Female Total Male	0 0 4	0 0 0	0 0 2	0 0 0	0 0 0	0 0 0	0 0 0	0 0 2	0 0 0		0 0 0
Referrals to Law Enforcement	Female Total Male	0 4 6	0 0 0	0 2 2	0 0 2	0 0 0	0 0 0	0 0 0	0 2 2	0 0 0		0 0 2
All Students Chronic Absenteeism	Female Total Male	2 8 77	0 0 8	2 4 38	0 2 26	0 0 0	0 0 0	0 0 0	0 2	0 0	14	0 2 2
	Female Total	77 77 154	8 11 19	38 38 76	26 52	0 0 0	0 0 0	0 0 0	5 2 7	2 0 2	17 31	2 5 7
Incidents of Violence Incidents of rape or attempte Incidents of sexual assault ( Incidents of robbery with a ti Incidents of robbery without 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 possession of a Allegations of Harassment or H On the basis of sex On the basis of face On the basis of sexual orien On the basis of sexual orien On the basis of religiion	other than rape) veapon rearm or explosi a weapon or fight with a we or fight with a fire or fight with a fire or fight without a cal attack with a fi- cal attack with a fi- cal attack without firearm or explosi- oullying	apon arm or explo weapon weapon îrearm or ex : a weapon										Total 0 1 0 1 0 1 0 0 1 0 1 0 1 39 1 0 34 0 0 2 0 0 0 0 0 0 0 0 0 0 0 0 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	-	-	-	-	-	-	-	-	-	-

						Indian or			Two		Students
		Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	or More Races	EL	with Disabilities
	Female	-	-	·-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
-	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

'-' 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.

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 11.5	Percent 17.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.1	8.3%

'-' Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.

### Part (x): Per-pupil Expenditure

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

# To be updated by June 30th, 2020.

### Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	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%	8	3%
Mathematics	6,036	1%	32	3%	8	3%
Grade 7 Reading	5,616	1%	26	2%	6	2%

Mathematics	State Number of ALT2 5,616	State Rate of ALT2 2%	District Number of ALT2 26	District Rate of ALT2 2%	Campus Number of ALT2 6	Campus Rate of ALT2 2%
Grade 8 Reading	5,251	1%	31	3%	10	3%
Mathematics	5,254	2%	31	3%	10	4%
Science	5,250	1%	31	3%	10	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%	58	3%
Reading	45,064	1%	202	2%	24	2%
Mathematics	40,350	1%	186	2%	24	2%
Science	16,337	1%	82	2%	10	3%

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

'-' Indicates zero observations reported for this group.

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

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

# State Level: 2019 Percentages at NAEP Achievement Levels

			% Polo	w Basic	% At or Al	oove Basic		· Above cient	0/ A+ Az	dvanced
Grade	Subject	Student Group	TX	US	7% ALOFAL	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
Glade 4	Reading	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	40 52	55	21	23	2	4
		White	22	23	78	77	48	25 45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disady	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
		6 6 6								
	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
onder o	riodanig	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

			% Belo	w Basic	% At or Al	bove Basic		r Above icient	% At Ac	dvanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
	-	White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

'\*' Indicates reporting standards not met.'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.