# **Texas Education Agency**

# 2018-19 Federal Report Card for Texas Public Schools

Campus Name: MANN MIDDLE Campus ID: 221901045 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 Perfori	mance (At Meets Grade Level o	or Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
=	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<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) (II) of such subsection.

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

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

Part (ii): Student Achievement by Proficiency Level

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

Two

											Two											
		State	District	Campus	Afr s Amer	Hispani	c White	Amei Ind				Econ Disadv		CWD	CWOE	) EL	Male	Female	Migran	nt Homeless	Foste Care	
STAAR Perce	nt at App	oroac	hes Gr	ade Lev	vel or A	Above																
Grade 6																						
Reading	All Students	67%	59%	59%	37%	56%	74%	-	*	*	57%	52%	82%	20%	66%	35%	51%	66%	-	41%	*	*
	CWD	33%	30%	20%	40%	15%	33%	-	-	-	*	22%	*	20%	-	0%	23%	16%	-	*	-	-
	CWOD	71%	64%	66%	36%	65%	79%	-	*	*	80%	59%	87%	-	66%	47%	58%	73%	-	40%	*	*
	EL	42%	37%	35%	44%	27%	-	-	-	-	-	37%	*	0%	47%		22%	45%	-	-	-	-
	Male	62%	54%	51%	33%	47%	70%	-	*	*	*	44%	82%	23%	58%		51%	-	-	75%	-	-
	Female	71%	65%	66%	40%	65%	78%	-	-	-	*	60%	81%	16%	73%	45%	-	66%	-	11%	*	*
Mathematics		80%	77%	75%	55%	74%	84%	-	*	*	86%	70%	93%	49%	80%	60%	72%	78%	-	41%	*	*
	Students																					
	CWD	50%	54%	49%	40%	52%	44%	-	-	-	*	49%	*	49%	-		47%	53%	-	*	-	-
	CWOD		82%	80%	58%	79%	89%	-	*	*	100%	75%	96%	-	80%		78%	82%	-	40%	*	*
	EL .	67%	62%	60%	56%	64%	-	-	-	-	-	58%	*	40%	67%		67%	55%	-	-	-	-
	Male	78%	77%	72%	61%	66%	85%	-	*	*	*	68%	89%	47%	78%		72%	-	-	50%	-	-
	Female	81%	78%	78%	50%	82%	84%	-	-	-	*	72%	95%	53%	82%	55%	-	78%	-	33%	*	*
Grade 7																						
Reading	All Students	74%	68%	77%	71%	75%	80%	-	*	-	78%	72%	91%	47%	80%	50%	72%	83%	-	77%	*	*
	CWD	37%	38%	47%	*	47%	50%	_	_	_	_	46%	*	47%	_	*	41%	63%	_	*	_	_
	CWOD		73%	80%	75%	79%	83%	_	*	_	78%	75%	93%	-	80%	50%	77%	84%	_	83%	*	*
	EL	49%	36%	50%	*	50%	-	_	_	_	-	50%	-	*	50%		17%	*	_	-	_	_
	Male	70%	65%	72%	43%	68%	83%	_	*	-	83%	66%	89%	41%	77%		72%	-	_	80%	_	*
	Female	79%	73%	83%	94%	84%	73%	-	-	-	*	79%	93%	63%	84%	*	-	83%	-	75%	*	*
Mathematics	All Students	73%	71%	71%	65%	67%	80%	-	*	-	56%	63%	92%	47%	73%	30%	70%	72%	-	54%	*	*
	CWD	43%	45%	47%	*	47%	50%	_	_	_	_	42%	*	47%	_	*	41%	63%	_	*	_	_
	CWOD		76%	73%	68%	70%	83%	_	*	_	56%	66%	93%	-	73%	25%	74%	72%	-	58%	*	*
	EL	57%	46%	30%	*	17%	-	-	-	-	_	30%	-	*	25%		17%	*	-	-	-	-
	Male	72%	70%	70%	50%	66%	80%	-	*	-	67%	63%	89%	41%	74%	17%	70%	-	-	40%	-	*
	Female	75%	73%	72%	76%	69%	80%	-	-	-	*	63%	97%	63%	72%	*	-	72%	-	63%	*	*
Grade 8																						
Reading	All	84%	82%	83%	68%	82%	93%	-	*	-	88%	79%	96%	68%	86%	72%	82%	84%	-	78%	*	*
	Students	470/	500/	000/	750/	F70/	000/				*	000/	*	000/			000/	000/		4000/		
	CWD	47%	52%	68%	75%	57%	80%	-	-	-		66%		68%	-	700/	69%	68%	-	100%	-	-
	CWOD		86%	86%	66%	85%	95%	-	•	-	86%	82%	96%	-	86%	72%		87%	-	69%	•	•
	EL	62%	61%	72%	43%	91%	-	-	-	-	-	71%	050/	-	72%		83%	67%	-	-	-	-
	Male	81%	80%	82%	71%	79%	95% 92%	-	-	-	020/	77%	95%	69%	84%		82%	0.40/	-	80%	*	*
	Female	88%	83%	84%	65%	84%	92%	-		-	83%	80%	98%	68%	87%	67%	-	84%	-	75%		
Mathematics	Students	87%	83%	81%	75%	79%	91%	-	-	-	80%	78%	95%	59%	86%	88%	81%	82%	-	39%	*	*
	CWD	58%	63%	59%	50%	57%	70%	-	-	-		55%		59%	-	-	75%	48%	-	20%	-	-
	CWOD		87%	86%	82%	83%	95%	-	-	-	*	84%	95%	-	86%		82%	90%	-	46%	*	*
	EL	77%	80%	88%	86%	90%	-	-	-	-	-	88%		750/	88%		80%	92%	-	-	-	-
	Male Female	84% 89%	81% 85%	81% 82%	73% 76%	78% 81%	95% 88%	-	-	-	*	78% 79%	95% 96%	75% 48%	82% 90%	92%	81%	82%	-	50% 25%	*	*
Science	All	79%	73%	74%	55%	71%	87%	-	*	-	75%	69%	90%	51%	78%	44%	75%	74%	-	50%	*	*
	Students CWD	46%	48%	51%	43%	45%	60%	_	_	_	*	47%	*	51%	_	_	50%	52%	_	60%	_	_
	CWOD	83%	76%	78%	58%	75%	90%	-	*	-	71%	73%	89%	-	78%	44%		78%	_	46%	*	*
	EL	55%	37%	44%	17%	60%	-	_	_	-	-	40%	*	_	44%		67%	30%	_	-	_	-
	Male	78%	73%	75%	44%	75%	85%	-	-	-	*	71%	85%	50%	78%		75%	-	-	60%	-	-
	Female		72%	74%	64%	67%	88%	-	*	-	67%	67%	95%	52%	78%	30%	-	74%	-	38%	*	*

		State	District	Campus	Afr Amer	Hispanic		Amer Ind				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Militar
End of Cours Algebra I		83%	86%	079/	*	100%	94%		*		*	100%	95%		97%	*	050/	100%				*
	All Students	0370	0070	97%		100%	9470	-		-		100%	95%	-	9170		95%	100%	-	-	-	
	CWD	52%	62%		-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	-
	CWOD EL	87% 73%	89% 87%	97% *	*	100%	94%	-	*	-	*	100%	95%	-	97%	*	95%	100%	-	-	-	*
	Male	79%	82%	95%	*	100%	88%	-	-	-	*	100%	90%	-	95%	*	95%	-	-	-	-	-
	Female	88%	89%	100%	*	100%	100%	-	*	-	*	100%	100%	-	100%	-	-	100%	-	-	-	*
TAAR Percer	nt at Me	ets Gr	ade Le	vel or A	Above																	
Grade 6 Reading	All Students	36%	29%	30%	16%	26%	44%	-	*	*	29%	22%	56%	14%	33%	5%	25%	35%	-	24%	*	*
	CWD	19%	19%	14%	40%	9%	22%	-	-	-	*	16%	*	14%	-	0%	17%	11%	-	*	-	-
	CWOD EL	38% 14%	31% 11%	33% 5%	12% 0%	30% 9%	46%	-	*	*	40%	24% 5%	60%	- 0%	33% 7%	7% 5%	27% 0%	38% 9%	-	20%	*	*
	Male	33%	26%	25%	17%	19%	43%	-	*	*	*	19%	50%	17%	27%		25%	970	-	38%	-	-
	Female		32%	35%	15%	34%	45%	-	-	-	*	25%	60%	11%	38%	9%	-	35%	-	11%	*	*
Mathematics		46%	42%	38%	16%	35%	54%	-	*	*	43%	31%	63%	18%	42%	20%	32%	44%	-	18%	*	*
:	Students CWD	220/	24%	18%	20%	18%	11%				*	18%	*	18%		200/	20%	16%		*		
	CWD	23% 48%	24% 45%	18% 42%	20% 15%	39%	59%	-	*	*	40%	34%	66%	10%	- 42%		35%	48%	-	20%	*	*
	EL	27%	29%	20%	22%	18%	-	-	-	-	-	16%	*	20%	20%	20%	0%	36%	-	-	-	-
	Male	45%	42%	32%	6%	26%	55%	-	*	*	*	26%	61%	20%	35%		32%	-	-	25%	- *	-
	Female	40%	41%	44%	25%	45%	53%	-	-	-	-	37%	65%	16%	48%	36%	-	44%	-	11%	-	
Grade 7 Reading	All Students	48%	40%	43%	35%	37%	54%	-	*	-	56%	33%	72%	37%	44%	20%	42%	45%	-	31%	*	*
	CWD	21%	22%	37%	*	37%	38%	-	-	-	-	35%	*	37%	-	*	36%	38%	-	*	-	-
	CWOD	51% 19%	43%	44%	36%	38%	56%	-	*	-	56%	33%	73%	-	44%		43%	46%	-	33%	*	*
	EL Male	44%	19% 38%	20% 42%	7%	17% 35%	56%	-	*	-	- 67%	20% 33%	- 67%	36%	13% 43%	20%	42%	_	-	0%	-	*
	Female		42%	45%	59%	40%	50%	-	-	-	*	33%	80%	38%	46%	*	-	45%	-	50%	*	*
Mathematics		41%	33%	33%	32%	25%	47%	-	*	-	22%	25%	55%	33%	33%	20%	38%	26%	-	23%	*	*
	Students CWD	22%	20%	33%	*	32%	38%	_	_	_	_	31%	*	33%	_	*	36%	25%	_	*	_	_
	CWOD	44%	35%	33%	32%	24%	48%	_	*	_	22%	24%	55%	-		25%		26%	-	25%	*	*
	EL	22%	13%	20%	*	0%	-	-	-	-	-	20%	-	*	25%	20%	17%	*	-	-	-	-
	Male Female	41% 42%	34% 31%	38% 26%	14% 47%	28% 20%	56% 30%	-	-	-	33%	29% 20%	62% 43%	36% 25%	38% 26%	17% *	38%	- 26%	-	20% 25%	*	*
Grade 8																						
Reading	All	53%	44%	46%	30%	40%	63%	-	*	-	38%	38%	69%	34%	48%	11%	43%	49%	-	28%	*	*
,	Students CWD	22%	27%	34%	38%	14%	70%	_	_	_	*	29%	*	34%	_	_	38%	32%	_	60%	_	_
	CWOD	57%	46%	48%	28%	44%	63%	-	*	-	43%	40%	68%	-	48%	11%	44%	52%	-	15%	*	*
	EL	19%	13%	11%	0%	18%	-	-	-	-	-	12%	*	-	11%		33%	0%	-	-	-	-
	Male Female	49% 58%	41% 47%	43% 49%	24% 35%	45% 36%	50% 73%	-	*	-	50%	36% 40%	60% 78%	38% 32%	44% 52%	33% 0%	43%	49%	-	40% 13%	*	*
Mathematics		55%	38%	32%	17%	30%	48%	_	_		20%	28%	51%	32%		12%	27%	37%	_	6%	*	*
	Students										_0 /0				J_ /0	/0						
	CWD	27%	32%	32%	25%	19%	60%	-	-	-	*	26%	*	32%	-	-	25%	36%	-	20%	-	-
	CWOD EL	36%	40% 32%	32% 12%	14% 0%	32% 20%	45% -	-	-	-	_	28% 6%	48%	-		12% 12%		37% 17%	-	0%	_	_
	Male	52%	36%	27%	7%	27%	43%	-	-	-	*	21%	50%	25%	27%	0%	27%	-	-	10%	-	-
	Female	59%	41%	37%	24%	33%	52%	-	-	-	*	33%	52%	36%	37%	17%	-	37%	-	0%	*	*
Science	All Students	50%	40%	41%	21%	34%	59%	-	*	-	50%	32%	65%	24%	43%	6%	42%	40%	-	6%	*	*
	CWD	23%	26%	24%	29%	9%	50%	-	-	-	*	18%	*	24%	-	-	25%	24%	-	20%	-	-
	CWOD EL	53% 20%	42% 13%	43% 6%	19% 0%	38% 10%	60%	-	*	-	57%	35% 7%	63%	-	43% 6%		44% 17%	43% 0%	-	0%	*	*
	⊏∟ Male	20% 50%	41%	42%	19%	38%	- 59%	-	-	-	*	34%	60%	- 25%	44%		42%	-	-	- 10%	-	-
	Female		38%	40%	23%	30%	60%	-	*	-	50%	31%	69%	24%	43%	0%	-	40%	-	0%	*	*
End of Cours Algebra I	e All	59%	65%	91%	*	94%	86%	_	*	_	*	92%	89%	_	91%	*	95%	86%	_	_	_	*
	Students			J 1 /0		J <del>-1</del> /0	JJ /0	-		-		JZ /0	U 3 /0	-	J 1 /0		JJ /0	JJ /0	-	-	-	
	CWD CWOD	24% 63%	31% 69%	- 91%	*	94%	86%	-	*	-	*	92%	89%	-	- 91%	*	95%	86%	-	-	-	*
	EL	40%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male Female	53% 65%	61% 68%	95% 86%	*	100% 82%	88% 84%	-	*	-	*	100% 83%	90% 88%	-	95% 86%	*	95%	- 86%	-	-	-	*
TA A D D												22.0	-2/4									
TAAR Percer Grade 6					601	624	0001			_	4 401	70/	070	601	4501	001	001	4001		201		
	All	17%	12%	14%	8%	9%	26%	-	*	*	14%	7%	37%	6%	15%	0%	9%	18%	-	6%	*	*
Reading	Students																					
Reading	CWD	6%	7%	6%	0%	6%	11%	-	-	-	*	7%	*	6%	-	0%	7%	5%	-	*	-	-
Reading		6% 18% 4%	7% 13% 3%	6% 15% 0%	0% 9% 0%	6% 10% 0%	11% 28%	-	*	*	20%	7% 7% 0%	39% *	6% - 0%	- 15% 0%	0% 0% 0%	7% 10% 0%	5% 20% 0%	-	* 7%	- *	*

		State	District	t Campus	Afr Amer	Hispanio	: White	Amer Ind				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant I	Homeless	Foster Care	
Mathematics		20%	18%	18%	3%	14%	34%	-	*	*	0%	10%	42%	6%	20%	0%	15%	20%	-	12%	*	*
	Students CWD	9%	10%	6%	20%	3%	11%	_	_	_	*	7%	*	6%	_	0%	7%	5%	_	*	_	-
	CWOD		19%	20%	0%	16%	36%	-	*	*	0%	11%	45% *	-	20%	0%	17%	22%	-	13%	*	*
	EL Male	8% 20%	6% 19%	0% 15%	0% 6%	0% 9%	35%	-	*	*	*	0% 10%	39%	0% 7%	0% 17%	0% 0%	0% 15%	0% -	-	13%	-	-
	Female		17%	20%	0%	19%	33%	-	-	-	*	11%	44%	5%	22%	0%	-	20%	-	11%	*	*
Grade 7	<b>A</b> II	000/	040/	000/	000/	0.40/	000/				00/	470/	400/	000/	000/	000/	000/	050/		450/		
Reading	All Students	29%	21%	26%	23%	21%	36%	-	*	-	0%	17%	49%	23%	26%	20%	26%	25%	-	15%	*	*
	CWD	9%	10%	23%	*	26%	25%	-	-	-	-	23%	*	23%	-	*	23%	25%	-	*	-	-
	CWOD EL	31% 8%	23% 8%	26% 20%	25%	21% 17%	37%	-	*	-	0%	16% 20%	51%	*	26% 13%	13% 20%	26% 0%	25%	-	17%	*	*
	Male	25%	19%	26%	0%	24%	37%	-	*	-	0%	17%	51%	23%	26%		26%	-	-	0%	-	*
	Female	32%	23%	25%	41%	19%	33%	-	-	-		18%	47%	25%	25%		-	25%	-	25%		
Mathematics	All Students	16%	11%	10%	6%	8%	16%	-	*	-	0%	8%	19%	20%	9%	0%	13%	7%	-	8%	*	*
	CWD	7%	10%	20%	*	26%	13%	-	-	-	-	19%	*	20%	-	*	23%	13%	-	*	-	-
	CWOD EL	6%	11% 2%	9% 0%	7% *	5% 0%	16% -	-	_	-	0% -	6% 0%	18% -	*	9% 0%	0% 0%	12% 0%	6% *	-	8% -	_	_
	Male	16%	11%	13%	0%	11%	19%	-	*	-	0%	10%	22%	23%	12%	0%	13%	-	-	0%	-	*
	Female	16%	10%	7%	12%	4%	10%	-	-	-	*	4%	13%	13%	6%	*	-	7%	-	13%	*	*
Grade 8 Reading	All	27%	20%	22%	15%	18%	31%	_	*		25%	15%	40%	7%	24%	6%	15%	27%	_	6%	*	*
	Students							-		-	20/0				∠→ /0	J /0			-			
	CWD	7% 30%	7% 22%	7% 24%	0% 19%	5% 20%	20% 33%	-	*	-	* 29%	5% 17%	* 40%	7% -	- 24%	- 6%	6% 17%	8% 30%	-	0% 8%	*	*
	EL	5%	7%	6%	0%	9%	-	-	-	-	- *	6%	*		6%	6%	17%	0%	-	-	-	-
	Male Female	24% 31%	17% 23%	15% 27%	0% 26%	19% 17%	16% 42%	-	*	-	33%	9% 21%	33% 48%	6% 8%	17% 30%	17% 0%	15% -	- 27%	-	0% 13%	*	*
Mathematics		17%	5%	4%	6%	1%	11%	-	-	-	0%	3%	9%	12%	3%	0%	3%	5%	-	0%	*	*
	Students CWD	9%	11%	12%	13%	5%	30%	_	-	_	*	11%	*	12%	_	_	13%	12%	_	0%	_	-
	CWOD		3%	3%	4%	1%	7%	-	-	-	*	1%	8%	-	3%	0%	1%	4%	-	0%	*	*
	EL Male	6% 16%	0% 5%	0% 3%	0% 0%	0% 0%	14%	-	-	-	*	0% 1%	10%	13%	0% 1%	0% 0%	0% 3%	0% -	-	0%	-	-
	Female	17%	4%	5%	10%	3%	9%	-	-	-	*	5%	9%	12%	4%	0%	-	5%	-	0%	*	*
Science	All Students	25%	16%	12%	5%	7%	22%	-	*	-	13%	8%	23%	5%	13%	0%	11%	13%	-	0%	*	*
	CWD	10%	12%	5%	0%	0%	20%	-	-	-	*	3%	*	5%	-	-	6%	4%	-	0%	-	-
	CWOD EL	26% 5%	17% 5%	13% 0%	6% 0%	8% 0%	22%	-	_	-	14% -	9% 0%	22%	-	13% 0%	0% 0%	11% 0%	14% 0%	-	0% -	-	_
	Male Female	25%	18% 15%	11% 13%	0% 9%	8% 6%	21% 23%	-	*	-	* 17%	4% 11%	28% 18%	6% 4%	11% 14%	0% 0%	11%	- 13%	-	0% 0%	*	- *
End of Cours	20																					
Algebra I	All	36%	40%	67%	*	78%	58%	_	*	-	*	72%	62%	_	67%	*	61%	74%	-	-	-	*
Ü	Students	00/	420/																			
	CWD CWOD	9% 39%	13% 44%	- 67%	*	- 78%	- 58%	-	*	-	*	- 72%	62%	-	- 67%	*	- 61%	- 74%	-	-	-	*
	EL	19%	27%	* C40/	-	*	470/	-	-	-	-	* 740/	-	-	*	*	*	-	-	-	-	-
	Male Female	31% 40%	37% 42%	61% 74%	*	76% 82%	47% 68%	-	*	-	*	71% 72%	50% 76%	-	61% 74%	-	61% -	- 74%	-	-	-	*
STAAR Perce	nt at Ani	road	hoc Gr	ado Lov	ol or /	Nhovo																
All Grades	• • •						84%		200/	*	7E0/	600/	040/	100/	700/	56°/	720/	78%		5.49/	200/	100%
All Subjects	All Students	77%	73%	75%	61%	73%		-	89%		75%	69%	91%	48%	79%		72%		-	54%	20%	100%
	CWD CWOD	46% 81%	47% 77%	48% 79%	49% 63%	44% 77%	56% 88%	-	89%	*	43% 80%	46% 74%	64% 93%	48%	- 79%		46% 77%	50% 81%	-	52% 54%	20%	- 100%
	EL	62%	53%	56%	50%	61%	-	-	-	-	-	55%	80%	29%	60%	56%	50%	61%	-	-	-	-
	Male Female	74% 80%	71% 74%	72% 78%	54% 66%	69% 76%	84% 85%	-	83%	-	79% 72%	67% 72%	89% 94%	46% 50%	77% 81%	50% 61%	72% -	- 78%	-	63% 45%	20%	100%
Reading	All	73%	68%	73%	58%	71%	82%	-	*	*	75%	67%	90%	43%	77%	52%	68%	77%	-	65%	*	100%
	Students CWD	39%	39%	43%	56%	36%	56%	-	-	-	*	43%	45%	43%			40%	48%	-	75%	-	
	CWOD EL	78% 54%	73% 44%	77% 52%	58% 45%	77% 57%	85%	-	*	*	81%	72% 52%	92%	- 14%	77% 59%		73% 38%	81% 63%	-	63%	*	100%
	Male	69%	65%	68%	49%	64%	82%	-	*	*	73%	62%	89%	40%	73%	38%	68%	-	-	78%	-	*
Mathematics	Female	78% 81%	72% 77%	77% 77%	65% 66%	77% 75%	82% 85%	-	*	*	77% 75%	73% 72%	90%	48% 52%	81% 81%	63% 65%	- 75%	77% 79%	-	52% 44%	*	100%
	Students CWD	53%	54%	52%	44%	52%	56%	_	_		*	50%	73%	52%			51%	52%	_	25%	_	-
	CWOD	84%	81%	81%	70%	79%	89%	-	*	*	81%	76%	94%	-	81%	68%	79%	83%	-	48%	*	100%
	EL Male	72% 79%	69% 77%	65% 75%	65% 63%	64% 72%	- 85%	-	*	*	- 82%	63% 70%	* 90%	43% 51%	68% 79%		57% 75%	70%	-	- 48%	-	*
	Female		77%	79%	68%	79%	86%	-	*	-	69%	73%	96%	52%		70%		79%	-	40%	*	*
Science	All Students	80%	74%	74%	55%	71%	87%	-	*	-	75%	69%	90%	51%	78%	44%	75%	74%	-	50%	*	*

											Two											
										_	or	_	Non									
		State	District	Campue	Afr Amor	Hispanic	White	Amer			More	Econ Disady	Econ	CWD	CWOD	E	Malo	Fomal	e Migrant I		Foster	
	CWD	51%	50%	51%	43%	45%	60%	-	ASIAII	-	*	47%	*	51%	-	, EL	50%	52%	e wiigiaiiti -	60%	-	-
	CWOD		77%	78%	58%	75%	90%	-	*	-	71%	73%	89%	-	78%	44%	78%	78%	-	46%	*	*
	EL	61%	46%	44%	17%	60%	-	-	-	-	-	40%	*	-	44%	44%		30%	-	-	-	-
	Male	79%	74%	75%	44%	75%	85%	-	-	-	*	71%	85%	50%	78%		75%	740/	-	60%	- *	-
	Female	81%	73%	74%	64%	67%	88%	-	•	-	67%	67%	95%	52%	78%	30%	-	74%	-	38%	•	•
STAAR Perce	nt at Me	ets Gı	ade Le	evel or A	bove	•																
All Subjects	All	49%	41%	40%	25%	34%	55%	-	78%	*	41%	32%	64%	26%	42%	13%	38%	41%	-	18%	20%	64%
	Students CWD	24%	24%	26%	31%	18%	42%				14%	23%	56%	26%		1/1%	27%	26%	_	29%	_	_
	CWOD	52%	44%	42%	24%	37%	56%	_	78%	*	45%	33%	65%	-	42%		40%	43%	-	16%	20%	64%
	EL	29%	23%	13%	11%	15%	-	-	-	-	-	12%	40%	14%	13%		10%	16%	-	-	-	-
	Male	47%	41%	38%	15%	33%	55%	-	67%	*	46%	30%	62%	27%	40%	10%	38%	-	-	21%	-	*
	Female	52%	42%	41%	32%	35%	55%	-	*	-	38%	33%	66%	26%	43%	16%	-	41%	-	16%	20%	70%
Reading	All	47%	40%	40%	27%	35%	54%	-	*	*	42%	31%	66%	27%	42%	10%	37%	43%	-	27%	*	83%
	Students CWD	21%	21%	27%	38%	18%	44%				*	25%	45%	27%	_	1.40/	28%	25%		50%		
	CWOD	50%	43%	42%	25%	38%	55%		*	*	48%	32%	67%	21 /0	42%		38%	45%		23%	*	83%
	EL	23%	18%	10%	5%	14%	-	_	_	_	-070	11%	*	14%	10%		10%	11%	_	2070	_	-
	Male	43%	36%	37%	16%	33%	50%	_	*	*	45%	29%	60%	28%	38%		37%	-	_	30%	_	*
	Female		43%	43%	35%	37%	57%	-	*	-	38%	33%	72%	25%	45%	11%		43%	-	24%	*	*
Mathematics	Students	51%	43%	39%	24%	34%	55%	-	*	*	38%	32%	62%	27%	41%		39%	40%	-	15%	*	50%
	CWD	26%	27%	27%	25%	22%	37%	-	-	-	*	24%	55%	27%	-		26%	27%	-	13%	-	-
	CWOD	54%	46%	41%	24%	36%	57%	-	*	*	38%	33%	63%	-	41%		41%	42%	-	15%	*	50%
	EL	37%	32%	19%	20%	18%	- E00/	-	*	*	450/	15%	CE0/	14%	20%		10%	26%	-	470/	-	*
	Male Female	50% 51%	44% 42%	39% 40%	12% 33%	33% 36%	58% 52%	-	*	_	45% 31%	30% 34%	65% 60%	26% 27%	41% 42%	26%	39%	40%	-	17% 12%	*	*
								-		-									-	12 /0		
Science	All Students	53%	43%	41%	21%	34%	59%	-	*	-	50%	32%	65%	24%	43%	6%	42%	40%	-	6%	*	*
	CWD	25%	27%	24%	29%	9%	50%	-	-	-	*	18%	*	24%	-	-	25%	24%	-	20%	- *	-
	CWOD	56%	45%	43%	19%	38%	60%	-	*	-	57%	35%	63%	-	43%	6%	44%	43%	-	0%	*	*
	EL Male	26% 53%	17% 45%	6% 42%	0% 19%	10% 38%	59%	-	-	-	*	7% 34%	60%	25%	6% 44%	6%	17% 42%	0%	-	10%	-	-
	Female		40%	42 % 40%	23%	30%	60%	-	*	-	50%	31%	69%	24%	43%	0%	-	40%	-	0%	*	*
STAAR Perce	nt at Mas	sters	Grade	Level																		
All Grades																						
All Subjects	All Students	23%	17%	17%	9%	13%	28%	-	67%	*	13%	11%	35%	10%	18%	4%	16%	19%	-	6%	0%	43%
	CWD	8%	10%	10%	5%	9%	19%	-		-	0%	9%	20%	10%	-	7%	12%	9%	-	0%	-	
	CWOD	25%	18%	18%	10%	14%	29%	-	67%	*	14%	12%	35%		18%	3%	16%	20%	-	8%	0%	43%
	EL.	11%	8%	4%	2%	5%	-	-	-	-	-	4%	0%	7%	3%	4%	4%	3%	-	-	-	*
	Male Female	22%	17% 17%	16% 19%	1% 16%	14% 13%	25% 30%	-	50% *	•	4% 19%	10% 13%	33% 36%	12% 9%	16% 20%	4% 3%	16%	- 19%	-	4% 9%	0%	50%
D din n						16%		-		-							470/		-	8%	070	
Reading	All Students	20%	15%	20%	15%	1070	31%	-			13%	13%	42%	11%	22%	6%	17%	23%	-	070		50%
	CWD	7%	7%	11%	0%	11%	19%	-	-	-	*	10%	18%	11%	-		12%	10%	-	0%	-	-
	CWOD		16%	22%	17%	17%	32%	-	*	*	14%	14%	43%	-	22%		18%	25%	-	10%	*	50%
	EL	8%	7%	6%	5%	7%	-	-	-	-	-	7%	*	14%	5%	6%	5%	7%	-	-	-	
	Male	17%	13%	17%	0%	17%	26%	-	*	*	0%	10%	39%	12%	18%		17%	-	-	4%	-	*
	Female	23%	17%	23%	27%	15%	37%	-	^	-	23%	16%	45%	10%	25%	7%	-	23%	-	12%	•	•
Mathematics	All Students	26%	20%	16%	6%	13%	26%	-	*	*	13%	11%	31%	12%	17%	2%	16%	16%	-	6%	*	33%
	CWD	11%	12%	12%	13%	10%	19%				*	11%	18%	12%	_	0%	13%	10%		0%		
	CWOD		21%	17%	4%	13%	27%	_	*	*	14%	11%	32%	-	17%	2%	16%	17%	-	8%	*	33%
	EL	16%	10%	2%	0%	4%		_	_	_	-	2%	*	0%	2%	2%	5%	0%	_	-	_	-
	Male	25%	21%	16%	2%	13%	26%	_	*	*	9%	12%	29%	13%	16%	5%	16%	-	-	4%	-	*
	Female		19%	16%	8%	13%	27%	-	*	-	15%	11%	34%	10%	17%	0%	-	16%	-	8%	*	*
Science	All	24%	16%	12%	5%	7%	22%	_	*	_	13%	8%	23%	5%	13%	0%	11%	13%	-	0%	*	*
	Students																					
	CWD	8%	12%	5%	0%	0%	20%	-	-	-	*	3%	*	5%	-	-	6%	4%	-	0%	-	-
	CWOD		17%	13%	6%	8%	22%	-	*	-	14%	9%	22%	-	13%	0%	11%	14%	-	0%	*	*
	EL	7%	5%	0%	0%	0%	-	-	-	-	*	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	25%	18%	11%	0%	8%	21%	-	-	-		4%	28%	6%	11%	0%	11%	420/	-	0%	-	-
	Female	23%	13%	13%	9%	6%	23%	-	-	-	17%	11%	18%	4%	14%	0%	-	13%	-	0%	-	

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

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

	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	65	59	65	67	-	*	*	77	62	60	62
CWD	60	59	59	64	-	-	-	*	63	60	33
CWOD	65	59	66	67	-	*	*	80	62	-	67
EL	62	46	70	-	-	-	-	-	62	33	62
Male	62	54	63	64	-	*	*	64	58	55	56
Female	68	63	67	69	-	*	-	91	66	65	65
Mathematics											
All Students	61	60	58	67	-	*	*	57	59	50	59
CWD	50	44	52	46	-	-	-	*	50	50	21
CWOD	63	63	59	69	-	*	*	58	60	-	65
EL	59	65	54	-	-	-	-	-	57	21	59
Male	60	61	57	64	-	*	*	50	58	51	58
Female	62	58	59	70	-	*	-	64	60	48	59

Part (iii)(II): Graduation Rate

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

								Two or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates	S		•										
4-year Longitudinal Coho	ort Graduatio	n Rate (Gr	9-12): Clas	ss of 201	8								
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	=	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	=	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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
45	8	18%

- '^' 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			ı Hispanic e: STAAR C	White omponer	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	44	32	40	56	-	78	*	43	37	28	24
School Quality (College, Career	, and Military	/ Readines	ss 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)

<sup>&#</sup>x27;^' Ever EL in grades 9-12

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status						7.0.0					
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	Ν	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	Ν	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	Ν	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N
English Learner Language Profic	ciency Statu	ıs									
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%
Federal Graduation Status <sup>^</sup>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	32 /0	32 /0	32 /0	32 /0	32 /0	32 /0	32 /0	32 /u	32 /0	32 /0	32 /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	J+ /0	J <del>-1</del> /0	J-7/0	J <del>-1</del> /0	J <del> 1</del> /0	J <del> 7</del> /0	J+ /0	J <del> 7</del> /0	J-7/0	J <del> 7</del> /0	J <del>-1</del> /0
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	<b>3</b> +70	0-770	J-70	J-770	J-70	O-7 /0	J-770	O-770	O-170	O-7 70	J-770
iaigot mot											

<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)

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite																
All Subjects	All Students	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	_	_	_	100%	100%	100%	100%	_	100%	100%	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%	99%	_	100%	*	100%	100%	100%	100%	100%		100%	-	_
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	_	-	-	*	100%	100%	100%	-	100%	100%	100%	_
	CWOD	100%	100%	100%	100%	_	*	*	100%	100%	100%	-	100%	100%	99%	100%	_
	EL	100%	100%	100%	-	-	-	_	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	-	*	*	100%	99%	100%	100%	99%	100%	100%	-	-
	Female	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%	-
	CWD	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	*	*	100%	100%	100%	-	100%	100%	99%	100%	-
	EL	100%	100%	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	-	*	*	100%	99%	100%	100%	99%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-	100%	-

<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).

		Campus	African American	Hispanic		American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	100%	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%	100%	-
	EL	100%	100%	100%	-	-	-	_	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	-	_	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	*	_	100%	100%	100%	100%	100%	100%	-	100%	_
Non-Participati	on Rate																
All Subjects	All	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students	00/	00/	00/	00/				00/	00/	00/	00/		00/	00/	00/	
	CWD	0%	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%	-
	Male	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	=
Reading	All Students	0%	0%	0%	0%	=	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	-	_	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	1%	0%	_
	EL	0%	0%	0%	-	-	-	_	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	-	*	*	0%	1%	0%	0%	1%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-	0%	-
Mathematics	s All	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	*	*	0%	0%	0%	-	0%	0%	1%	0%	-
	EL	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	1%	-	*	*	0%	1%	0%	0%	1%	0%	0%	-	-
	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%	0%	-
	CWD	0%	0%	0%	0%	_	_	_	*	0%	*	0%	_	_	0%	0%	-
	CWOD	0%	0%	0%	0%	_	*	_	0%	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	0%	0%	-	_	_	_	-	0%	*	_	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	_	*	_	0%	0%	0%	0%	0%	0%	-	0%	_
	i ciriale	<b>U</b> /U	0 / 0	0 /0	0 /0				0 /0	0 / 0	0 /0	0 /0	0 /0	0 /0		0 /0	

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with	Students with Disabilities (Section 504)
Students Without Disabilitie	s											
In-School Suspensions												
	Male	125	11	71	35	0	0	0	8	2		
	Female	47	8	29	8	0	0	0	2	2 4		
	Total	172	19	100	43	0	0	0	10	4		
Out-of-School Suspensions												
·	Male	58	7	34	13	0	0	0	4	2		
	Female	43	7	25	7	0	0	0	4	0		
	Total	101	14	59	20	0	0	0	8	2		
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	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	Male	0	0	0	0	0	0	0	0	0		
Policies												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												

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

	Male	0	African American 0	0	White 0	Indian or Alaska Native 0	<b>Asian</b> 0	Pacific Islander 0	0	<b>EL</b> 0	Students with Disabilities	Students with Disabilities (Section 5 504)
	Female	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Total Male	0 11	0 2	0 5	0	0	0	0	0	0		
	Female	4	0	2	0	0	0	0	2	0		
	Total	15	2	7	2	0	0	0	4	0		
Students With Disabilities In-School Suspensions				·		-		-	·			
	Male	23	5	11	5	0	0	0	2	2		8
	Female	12	2	8	2	0	0	0	0	0		2
	Total	35	7	19	7	0	0	0	2	2		10
Out-of-School Suspensions	Mala	45	4	7	0	0	^	•	0	0		4
	Male	15	4	7	2	0	0	0	2	2		4
	Female Total	6 21	2 6	4 11	0 2	0 0	0 0	0 0	0 2	0 2		4 8
Expulsions	iotai	21	О	11	2	U	U	U	2	2		8
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
Willi Educational Services	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
33.1.333	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		Ö
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	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Referrals to Law Enforcement			_	_		_						_
	Male	4	2	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	2	2	0	0	0	0	0	0		0
All Students Chronic Absenteeism		70	_	44	00	•		•	-	0	44	0
	Male	73	5	41	20	0	2	0	5	0	11	2
	Female	73	5	44	20	0	2	0	2	0	5	2
	Total	146	10	85	40	0	4	0	7	0	16	4

	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	120
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	23
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	4
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	2
On the basis of religiion	2

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.

								Two		
					Indian or		or			Students
	Total	African			Alaska		Pacific	More		with
	students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities
Preschool Programs			-							

Male - - - - - - - - - - - - - - -

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

Two

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 School		
Inexperienced Teachers, Principals, and Other School Leaders	<b>Number</b> 10.0	Percent 16.1%	
Teachers Teaching with Emergency or Provisional Credentials	3.0	5.1%	
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.7	11.4%	

<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..

	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%	*	1%
Mathematics	6,036	1%	32	3%	*	1%
Grade 7 Reading	5,616	1%	26	2%	9	3%

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

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

Blank cell indicates the student group is not applicable to this report.

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 9	Campus Rate of ALT2 3%
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%	56	3%
Reading	45,064	1%	202	2%	23	3%
Mathematics	40,350	1%	186	2%	23	3%
Science	16,337	1%	82	2%	10	3%

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	Above		
			% Belo	w Basic	% At or Al	oove Basic	Profi	cient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
	· ·	Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4

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

							% At 0	r Above		
			% Below Basic		% At or Above Basic		Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	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.