# **Texas Education Agency**

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

Campus Name: ORTIZ EL Campus ID: 221901152 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

				State	ESSA GU	ais						
		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  Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 60% 66% 73% 80% 59% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 85% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate^ Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 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;

À weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) of such subsection.

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

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

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr Amer	Hispani	c White	Ame			Two or More Races		Non Econ Disady	, CWD	CWOE	) EL	Male	Female	Migrant	Homeless	Foste Care	
STAAR Perc	entat Anr			•		•																
Grade 3																						
Reading	All	75%	70%	56%	71%	55%	46%	*	_	_	40%	51%	100%	36%	59%	59%	44%	67%	_	*	_	*
rtcading	Students	1070	1070	00 /0	7 1 70	0070	4070				4070	0170	10070	0070	00 /0	00 /0	7770	01 70				
	CWD	49%	48%	36%	_	22%	60%	_	_	_	_	18%	*	36%	_	*	43%	29%	_	_	_	_
	CWOD	79%	74%	59%	71%	59%	38%	*	_	_	40%	55%	100%	-	59%	64%	45%	73%	_	*	_	*
	EL	69%	62%	59%	71%	57%	-	_	_	_	-	57%	*	*	64%		50%	67%	_	_	_	*
	Male	73%	71%	44%	67%	43%	40%	_	_	_	*	36%	100%	43%	45%	50%		-	_	*	_	*
	Female		69%	67%	73%	66%	*	*	-	-	*	65%	*	29%	73%	67%	-	67%	-	-	-	*
Mathemati	cs All	78%	72%	59%	59%	62%	54%	*	_	_	40%	54%	100%	36%	62%	62%	61%	56%	_	*	_	*
	Students																					
	CWD	52%	46%	36%	-	22%	60%	-	_	_	-	18%	*	36%	_	*	57%	14%	-	-	_	_
	CWOD		77%	62%	59%	67%	50%	*	_	_	40%	59%	100%	-	62%	70%		63%	_	*	_	*
	EL	75%	62%	62%	57%	63%	-	_	_	_	-	60%	*	*	70%	62%		52%	_	_	_	*
	Male	78%	76%	61%	50%	66%	60%	_	_	_	*	55%	100%	57%	62%	75%		-	_	*	_	*
	Female		68%	56%	64%	58%	*	*	-	-	*	53%	*	14%	63%	52%	-	56%	-	-	-	*
Grade 4																						
Reading	All	74%	68%	54%	38%	53%	63%	-	-	-	*	52%	67%	6%	63%	54%	54%	53%	-	*	-	-
	Students																					
	CWD	44%	42%	6%	*	0%	*	-	-	-	-	7%	*	6%		*	0%	10%	-	*	-	-
		78%	74%	63%	45%	65%	67%	-	-	-	*	61%	80%	-	63%	61%		66%	-	*	-	-
	EL	64%	54%	54%	40%	56%	-	-	-	-	-	52%	*		61%		47%	61%	-	-	-	-
	Male	71%	65%	54%		48%	*	-	-	-	*	50%	75%	0%	62%	47%			-	-	-	-
	Female	77%	72%	53%	33%	61%	40%	-	-	-	-	54%	*	10%	66%	61%	-	53%	-	*	-	-
Mathemati	cs All Students	74%	66%	67%	69%	64%	75%	-	-	-	*	64%	83%	35%	73%	68%	63%	71%	-	*	-	-
	CWD	46%	44%	35%	*	31%	*	-	-	-	-	33%	*	35%	-	*	29%	40%	-	*	-	-
		78%	70%	73%	82%	71%	67%	-	-	-	*	71%	90%	-	73%	73%		80%	-	*	-	-
	EL	69%	61%	68%	100%	63%	-	-	-	-	-	64%	*	*	73%	68%	63%	72%	-	-	-	-
	Male	74%	68%	63%	*	59%	*	-	-	-	*	61%	75%	29%	68%	63%	63%	-	-	-	-	-
	Female	74%	63%	71%	67%	71%	80%	-	-	-	-	68%	*	40%	80%	72%	-	71%	-	*	-	-
Grade 5																						
Reading	All	86%	80%	70%	46%	75%	80%	-	-	-	50%	69%	*	55%	72%	82%	74%	66%	-	*	-	*
3	Students																					
	CWD	55%	55%	55%	*	57%	*	-	-	-	*	50%	*	55%	-	*	*	38%	-	-	-	-
	CWOD		85%	72%	50%	78%	75%	-	-	-	60%	72%	*	-	72%	84%	73%	72%	-	*	-	*
	EL	77%	66%	82%	*	84%	-	-	-	-	-	82%	*	*	84%	82%	90%	71%	-	-	-	-
	Male	83%	79%	74%	50%	77%	80%	-	-	-	*	73%	*	*	73%	90%	74%	-	-	*	-	-
	Female	88%	82%	66%	40%	74%	80%	-	-	-	*	66%	-	38%	72%	71%	-	66%	-	*	-	*
Mathemati	cs All Students	89%	85%	81%	85%	80%	80%	-	-	-	83%	80%	*	55%	84%	85%	79%	83%	-	*	-	*
	CWD	68%	68%	55%	*	57%	*	_	_	_	*	50%	*	55%	_	*	*	50%	_	_	_	_
	CWOD	92%	89%	84%	83%	83%	88%	_	_	_	100%	84%	*	-	84%	90%	80%	90%	_	*	_	*
	EL	85%	75%	85%	*	84%	- 00 /0	-	-	-	100 /0	85%	*	*	90%		85%	86%	-	_	-	_
	Male	88%	84%	79%	88%	74%	80%	-	-	-	*	77%	*	*	80%	85%		-	-	*	-	_
	Female		87%	83%	80%	85%	80%	-	-	-	*	83%	-	50%	90%	86%		83%	-	*	-	*
Science	All	74%	63%	45%	36%	45%	70%	-	-	-	33%	45%	*	9%	50%	47%	57%	33%	-	*	-	*
	Students	4E0/	200/	00/	*	00/	*				*	100/	*	00/		*	*	00/				
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	CWOD		67%	50%	38%	50%	75%	-	-	-	40%	49%	*	*	50%		59%	40%	-	-	-	-
	EL Mala	60%	40%	47% 57%	38%	48% 58%	80%	-	-	-	*	48% 57%	*	*	52%		60%	29%	-	-	-	-
	Male	74%	66%					-	-	-	*				59%	60%		220/	-	*	-	*
	Female	73%	59%	33%	33%	32%	60%	-	-	-	•	33%	-	0%	40%	29%	-	33%	-	•	-	•

Two or Non Afr Amer Pac More Econ Econ

Foster State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military STAAR Percent at Meets Grade Level or Above Grade 3 20% 19% 73% 7% 27% 24% 20% Reading 36% 24% 27% 8% 29% Students CWD 0% 0% 26% 23% CWOD 46% 39% 27% 24% 30% 13% 20% 22% 88% 27% 27% 21% 33% 24% EL 35% 27% 14% 27% 20% 27% 24% 19% 29% 14% Male 20% 17% 10% 11% 86% 21% 19% 20% 41% 36% 23% 37% 27% 32% 27% 0% 33% 29% Female 47% 29% 29% Mathematics All 48% 38% 25% 18% 32% 0% 20% 21% 55% 7% 27% 30% 26% 24% Students **CWD** 30% 27% 7% 11% 0% 0% 7% 14% 0% CWOD 50% 40% 27% 18% 34% 0% 20% 24% 63% 27% 33% 28% 27% 41% 30% 29% 30% 29% 33% 30% 38% 35% 24% 33% Male 49% 44% 26% 31% 0% 19% 71% 14% 28% 38% 26% Female 46% 32% 24% 9% 32% 24% 0% 27% 24% 24% Grade 4 38% 23% 25% 0% 28% 32% 24% ΑII 43% 39% 8% 25% 22% Reading 23% Students CWD 24% 24% 0% 0% 0% 0% 0% 0% CWOD 46% 42% 28% 9% 31% 50% 28% 30% 28% 36% 28% 29% 30% 31% 32% 0% 38% 30% 36% 32% 37% 28% Male 41% 37% 24% 23% 24% 25% 0% 28% 37% 24% Female 46% 40% 22% 0% 29% 20% 22% 0% 29% 28% 22% Mathematics 38% 32% 63% 33% 58% 12% 38% 43% 29% ΑII 36% 36% 41% Students CWD 27% 23% 12% 8% 7% 12% 14% 10% 45% 60% 41% CWOD 49% 38% 41% 37% 67% 39% 39% 47% 34% -39% 34% 33% 39% 38% 47% EL 28% 38% 60% 28% Male 40% 43% 75% 14% 47% 47% 43% 48% 36% 37% Female 45% 32% 29% 22% 60% 29% 10% 34% 28% 29% 26% Grade 5 Reading ΑII 53% 44% 34% 23% 35% 40% 33% 32% 9% 37% 38% 36% 32% Students CWD 28% 0% 27% 9% 14% 0% 9% 56% 25% 50% 40% 36% 37% 39% 36% **CWOD** 47% 37% 38% 38% 36% 38% 36% 39% 38% 40% 32% 39% EL 36% 13% 40% 40% 36% Male 50% 44% 36% 39% 32% 36% 40% 40% 0% 36% 32% Female 56% 32% 32% Mathematics All 57% 45% 26% 15% 29% 30% 0% 23% 18% 27% 35% 28% 23% Students CWD 18% 10% 18% 13% 27% CWOD 60% 47% 8% 31% 38% 0% 25% 27% 35% 27% 26% EL 46% 30% 35% 35% 33% 35% 35% 45% 21% Male 56% 47% 28% 13% 32% 40% 23% 27% 45% 28% Female 57% 42% 23% 20% 26% 20% 23% 13% 26% 21% 23% Science ΑII 48% 38% 22% 7% 23% 30% 33% 21% 0% 25% 24% 32% 13% Students 0% 27% 29% 0% 0% 0% 0% CWD CWOD 50% 8% 38% 40% 25% 26% 34% 40% 23% 25% 26% 15% 31% 24% 26% 24% 35% 23% 23% 24% EL 7% 50% 43% 32% 13% 32% 40% 30% 34% 35% 32% Male 0% 13% Female 45% 15% 20% 13% STAAR Percent at Masters Grade Level Grade 3 18% 0% 20% 45% Reading ΑII 27% 20% 12% 12% 8% 7% 13% 11% 9% 15% Students 10% 0% CWD 7% 11% 0% 0% 14% CWOD 29% 23% 13% 18% 13% 0% 20% 9% 50% 13% 12% 9% 17% 19% 13% 11% 0% 13% 6% 12% 11% 6% 14% Male 24% 17% 9% 17% 9% 0% 2% 57% 14% 9% 6% 9% Female 29% 23% 15% 18% 16% 14% 0% 17% 14% 15% Mathematics All 24% 18% 8% 0% 11% 0% 20% 5% 36% 7% 8% 5% 9% 7% Students CWD 12% 9% 11% 0% 0% 7% 14% 0% 25% 0% 20% 38% 8% 6% CWOD 19% 8% 0% 6% 11% 9% 8% 18% 9% 5% 0% 3% 6% 5% 6% 7% 5% EL 0% 43% 14% 9% 6% Male 26% 20% 9% 0% 11% 4% 9% 7% Female 22% 15% 7% 0% 11% 6% 0% 8% 5% Grade 4 Reading ΑII 21% 18% 9% 0% 11% 13% 9% 8% 0% 11% 14% 6% 13% Students 0% CWD 8% 11% 0% 0% 0% 0% 0% CWOD 19% 11% 0% 13% 17% 11% 10% 11% 15% 23% 6% 17% 12% 14% 14% 0% 16% 12% 15% 14% 5% 22% EL Male 20% 17% 6% 5% 7% 0% 0% 6% 5% 6%

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All Subjects All 77% 73% 61% 58% 62% 62% 65% *																							
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All Subjects All 77% 73% 64% 67% 25% 62% 65% 7 - 59% 59% 87% 32% 66% 65% 61% 61% 7 1% 78% 78% 52% 67% 62% 65% 65% 7 1 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6 6																							
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Reading   Ali									-	-	-	-								-	-	-	*
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Students		remale	80%	74%	6170	5/%	04%	05%		-	-	31%	60%	00%	20%	69%	03%	-	01%	-	63%	-	/ 170
Students	Peading	ΔΙΙ	73%	68%	60%	53%	61%	61%	*			57%	57%	85%	20%	65%	65%	57%	63%		80%	_	*
CWO			1370	00 /0	00 /6	JJ /0	0170	0170		-	-	31 /0	31 /0	0370	2970	03 /0	03 /0	31 /0	03 /0	-	00 /0	-	
CLOVD 78% 73% 65% 58% 67% 59% * - 62% 63% 89% 90% - 65% 69% 69% 69% 70% - 78% - * . * . * . * . * . * . * . * . * . *	`		39%	39%	29%	*	21%	67%	_	_	_	*	22%	67%	29%	_	27%	35%	24%	-	*	_	-
Mathematics   Male   69%   65%   67%   68%   65%   67%   62%   67%   62%   67%   62%   67%   68%   68%   70%   68%   70%   7						58%			*	-	-	62%				65%				-	78%	-	*
Mathematics   All   81%   72%   63%   62%   62%   62%   * * * * * * * 20%   62%   75%   24%   70%   66%   - 63%   - 80%   - 80%   * * * * * * * * * * * * * * * * * *		EL	54%	44%		60%	66%	-	-	-	-	-	63%	86%		69%	65%	64%	66%	-	-	-	*
Mathematics All 81% 77% 68% 70% 68% 68% * 71% 66% 92% 40% 73% 71% 67% 69% 70%									-	-	-									-		-	*
Students		Female	78%	72%	63%	52%	67%	62%	*	-	-	20%	62%	75%	24%	70%	66%	-	63%	-	80%	-	*
Students			040/	770/	000/	700/	000/	000/				740/	000/	000/	400/	700/	740/	070/	000/		700/		
CWOD 53% 54% 40% 1. 34% 67%			81%	77%	68%	70%	68%	68%	*	-	-	71%	66%	92%	40%	73%	/1%	67%	69%	-	70%	-	*
CWOD 84% 81% 73% 73% 73% 73% 73% 68% * 77% 71% 89% - 73% 77% 70% 76% - 67% - *	`		<b>53</b> %	E 10/-	40%	*	2/10/-	67%				*	330/	930/	40%		100/	170/	260/-		*		
Figure   F						73%			*	-	-	77%				73%				-	67%	-	*
Maile   79%   77%   67%   68%   68%   71%   69%   88%   71%   69%   88%   71%   69%   88%   71%   69%   88%   71%   69%   88%   71%   69%   88%   71%   69%   72%   68%   71%   69%   88%   71%   69%   72%   68%   71%   69%   72									-	_	_	-			18%					-		_	*
Science   All   80%   74%   45%   36%   45%   70%   -   -   -   33%   45%   *   9%   50%   47%   57%   33%   -   *   -   -   *   *   *   *   *   *								67%	-	-	-	78%							-	-	40%	-	*
Students		Female	82%	77%	69%	68%	71%	69%	*	-	-	60%	68%	100%	36%	76%	68%	-	69%	-	100%	-	*
Students																							
CWD   51%   50%   59%   75%   50%   75%			80%	74%	45%	36%	45%	70%	-	-	-	33%	45%	*	9%	50%	47%	57%	33%	-	*	-	*
CWOD   84%   77%   50%   38%   50%   75%   -   -   40%   49%   *   -   50%   52%   59%   40%   -   *   -   *   *   *   *   *   *   *	5		E40/	E00'	00/		00/						1007		00/				00/				
EL									-	-	-			*	9%					-	*	-	*
Male   79%   74%   57%   38%   58%   80%   -   -   -   *   57%   33%   59%   60%   57%   -   -   *   *   -   -   *   *   -   -									-	-	-	4U% -		*	*					-	_	-	_
STAAR Percent at Meets Grade Level or Above All Grades  All 49% 41% 27% 19% 29% 26% * - 2 4 25% 58% 7% 30% 32% 30% 25% - 29% - 44%  Students  CWD 24% 24% 24% 30% 19% 32% 35% * - 2 - 2 4 25% 58% 64% - 12% 34% 32% 38% 25% - 29% - 44%  EL 29% 23% 32% 27% 32% 2 - 2 - 2 2 2 2 2 3 3 2 3 2 3 2 3 2						38%			-	-	-	*		*	*					-	*	-	-
STAAR Percent at Meets Grades Level or Above  All Grades  All Subjects   All   49%   41%   27%   19%   29%   26%   * * * * * 24%   25%   58%   7%   30%   32%   30%   25%   * 29%   * 24%   24%									-	_	_	*		_	0%					-	*	_	*
All Subjects All 49% 41% 27% 19% 29% 26% * - 24% 25% 58% 7% 30% 32% 30% 25% - 29% - 44%  Students																							
All Subjects All 49% 41% 27% 19% 29% 26% * - 24% 25% 58% 7% 30% 32% 30% 25% - 29% - 44%  Students																							
All Subjects All 49% 41% 27% 19% 29% 26% * - 24% 25% 58% 7% 30% 32% 30% 25% - 29% - 44%  Students	STAAR Percen	t at Me	ets Gr	ade Le	vel or A	bove																	
Students	All Grades																						
Students		All	49%	41%	27%	19%	29%	26%	*	_	_	24%	25%	58%	7%	30%	32%	30%	25%	-	29%	_	44%
CWD 24% 24% 7% 14% 8% 5% * * 2% 38% 7% - 12% 14% 3% - * 44% CWOD 52% 44% 30% 19% 32% 35% * 26% 28% 64% - 30% 34% 32% 29% - 27% - 44% EL 29% 23% 32% 27% 32% 29% 67% 12% 32% 38% 25% * * * * * * * * * * * * * * * *					•	- / -		- / -							. •								
EL   29%   23%   32%   27%   32%     -   -   -   29%   67%   12%   34%   32%   38%   25%   -   -   -   *   *   Male   47%   41%   30%   23%   31%   27%   -   -   -   38%   25%   69%   14%   32%   38%   30%   -   -   8%   -   *   *   *   *   *   *   *   *   *		CWD							-	-	-	*			7%	-				-	*	-	-
Male Female         47% 41% 50% 42%         43% 25% 16% 28% 26% *								35%	*	-	-	26%								-	27%	-	44%
Reading All 47% 40% 27% 19% 29% 26% * 0% 24% 31% 32% 25% - 25% - 50% - 29%  Reading CWD 21% 21% 5% * 7% 0% * 0% 33% 5% - 9% 12% 0% - * - * 0% 33% 5% - 9% 12% 0% - * * * * 0% 33% 5% - 9% 12% 0% - * * * * 0% 33% 5% - 9% 12% 0% - * * * * 0% 33% 5% - 9% 12% 0% - * * * * 0% 33% 5% - 9% 12% 0% - * * * * 0% 33% 5% - 9% 12% 0% - * * * * 0% 12% 0% - * * * * 0% 12% 0% - * * * * 0% 12% 0% - * * * * 0% 12% 0% * * * * 0% 12% 0% * * * * 0% 12% 0% * * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% * * 0% 12% 0% 0% * * 0% 12% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%									-	-	-	-								-		-	*
Reading All 47% 40% 27% 19% 29% 26% * 21% 25% 54% 5% 31% 31% 26% 28% - 30% - *  Students  CWD 21% 21% 5% * 7% 0% * * 0% 33% 5% - 9% 12% 0% - *  CWOD 50% 43% 31% 20% 33% 36% * 23% 28% 60% - 31% 34% 28% 34% - 33% - *  EL 23% 18% 31% 13% 34% 23% 28% 60% - 31% 34% 31% 33% 30% *  Male 43% 36% 26% 17% 27% 28% 33% 22% 61% 12% 28% 33% 26% 20% - *  Female 51% 43% 28% 20% 31% 23% * 0% 27% 38% 0% 34% 30% - 28% - 40% - *  Mathematics All 51% 43% 29% 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *									*	-	-											-	
Students  CWD 21% 21% 5% * 7% 0% * * 0% 33% 5% - 9% 12% 0% - * * CWOD 50% 43% 31% 20% 33% 36% * 23% 28% 60% - 31% 34% 28% 34% - 33% - * EL 23% 18% 31% 13% 34% 2 - 29% 71% 9% 34% 31% 33% 30% * Male 43% 36% 26% 17% 27% 28% 33% 22% 61% 12% 28% 33% 26% 20% - * Female 51% 43% 28% 20% 31% 23% * - 0 0% 27% 38% 0% 34% 30% - 28% - 40% - *  Mathematics All 51% 43% 29% 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *		remaie	52%	4∠%	25%	10%	∠ర%	∠0%	-	-	-	υ%	∠4%	31%	3%	29%	25%	-	∠5%	-	<b>5</b> U%	-	29%
Students  CWD 21% 21% 5% * 7% 0% * * 0% 33% 5% - 9% 12% 0% - * * CWOD 50% 43% 31% 20% 33% 36% * 23% 28% 60% - 31% 34% 28% 34% - 33% - * EL 23% 18% 31% 13% 34% 2 - 29% 71% 9% 34% 31% 33% 30% * Male 43% 36% 26% 17% 27% 28% 33% 22% 61% 12% 28% 33% 26% 20% - * Female 51% 43% 28% 20% 31% 23% * - 0 0% 27% 38% 0% 34% 30% - 28% - 40% - *  Mathematics All 51% 43% 29% 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *	Pooding	ΔII	170/	A00/	270/	100/	200/	260/	*			210/	250/	5/10/	E0/	310/	310/	260/	200/		300/		*
CWD 21% 21% 5% * 7% 0% * 0% 33% 5% - 9% 12% 0% - * * CWOD 50% 43% 31% 20% 33% 36% * 23% 28% 60% - 31% 34% 28% 34% - 33% - * EL 23% 18% 31% 13% 34% 23% 28% 60% - 31% 34% 28% 34% * * Male 43% 36% 26% 17% 27% 28% 33% 22% 61% 12% 28% 33% 26% 20% - * Female 51% 43% 28% 20% 31% 23% * 0% 27% 38% 0% 34% 30% - 28% - 40% - * * Mathematics All 51% 43% 29% 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *			4170	40%	4170	1970	2970	∠0%		-	-	∠170	20%	J4 7/0	J 70	J 1 7/0	J 1 7/0	20%	∠070	-	3070	-	
CWOD 50% 43% 31% 20% 33% 36% * 23% 28% 60% - 31% 34% 28% 34% - 33% - * EL 23% 18% 31% 13% 34% 2 - 29% 71% 9% 34% 31% 33% 30% * Male 43% 36% 26% 17% 27% 28% 33% 22% 61% 12% 28% 33% 26% 20% - * Female 51% 43% 28% 20% 31% 23% * 0% 27% 38% 0% 34% 30% - 28% - 40% - *  Mathematics All 51% 43% 29% 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *	`		21%	21%	5%	*	7%	0%	_	_	_	*	0%	33%	5%	_	9%	12%	0%	_	*	_	_
EL 23% 18% 31% 13% 34% 29% 71% 9% 34% 31% 33% 30% * * Male 43% 36% 26% 17% 27% 28% 33% 22% 61% 12% 28% 33% 26% 20% - * Female 51% 43% 28% 20% 31% 23% * 0% 27% 38% 0% 34% 30% - 28% - 40% - * * Mathematics All 51% 43% 29% 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *									*	-	-	23%								-	33%	-	*
Female 51% 43% <b>28%</b> 20% 31% 23% * 0% 27% 38% 0% 34% 30% - 28% - 40% - *  Mathematics All 51% 43% <b>29%</b> 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *						13%	34%	-	-	-	-	-	29%	71%		34%	31%	33%		-	-	-	*
Mathematics All 51% 43% <b>29%</b> 23% 31% 26% * 21% 26% 62% 12% 32% 34% 32% 25% - 40% - *									-	-	-									-		-	*
		Female	51%	43%	28%	20%	31%	23%	*	-	-	0%	27%	38%	0%	34%	30%	-	28%	-	40%	-	*
		A !!	F 4 C /	4001	0001	0001	0.401	0001	_			0401	0001	0001	4001	0001	0.407	0001	0501		400/		4
Siudents			51%	43%	29%	23%	31%	26%	*	-	-	21%	26%	62%	12%	32%	34%	32%	25%	-	40%	-	*
	`	Judenis																					

											Two											
										_	or	_	Non									
		State	Dietrict	Campus	Afr	Lienanie		Amer Ind	Acian		More Races		Econ	CWD	CWOD	_ E1	Mala	Eomalo I	Aigrant L	Homeless	Foster	Military
	CWD	26%	27%	12%	*	10%	11%	ıııu -	ASIAII	151	*	6%	50%	12%	CVVOD		18%	8%	nigrant i	*	- Care	wiiitai y
	CWOD		46%	32%	23%	34%	32%	*	_	_	23%	29%	65%	-	32%		34%	29%	_	33%	_	*
	EL	37%	32%	34%	40%	33%	-	_	_	_		32%	71%	18%	36%		44%	25%	-	-	-	*
	Male	50%	44%	32%	33%	34%	22%	-	-	-	33%	26%	78%	18%	34%	44%	32%	-	-	0%	-	*
	Female	51%	42%	25%	16%	28%	31%	*	-	-	0%	25%	25%	8%	29%	25%	-	25%	-	80%	-	*
Science	All Students	53%	43%	22%	7%	23%	30%	-	-	-	33%	21%	*	0%	25%	24%	32%	13%	-	*	-	*
	CWD	25%	27%	0%	*	0%	*	-	-	-	*	0%	*	0%	-	*	*	0%	-	-	-	-
	CWOD	56%	45%	25%	8%	26%	38%	-	-	-	40%	23%	*	-	25%		34%	15%	-	*	-	*
	EL	26%	17%	24%	*	23%	-	-	-	-	-	24%	*	*	26%		35%	7%	-	-	-	-
	Male	53%	45%	32%	13%	32%	40%	-	-	-	*	30%	*	*	34%		32%	-	-	*	-	-
	Female	53%	40%	13%	0%	15%	20%	-	-	-	*	13%	-	0%	15%	7%	-	13%	-	*	-	*
STAAR Perce All Grades	nt at Mas	sters (	Grade	Level																		
All Subjects	All	23%	17%	10%	5%	11%	17%	*			12%	9%	33%	3%	12%	10%	11%	10%		13%	_	11%
All Subjects	Students								-	-	12 /0				12 /0				-	1370	-	
	CWD	8%	10%	3%	0%	3%	5%	-	-	-	400/	1%	15%	3%	-	0%	5%	2%	-	*	-	-
	CWOD	25%	18%	12%	5%	12%	21%	•	-	-	13%	10%	38%	-	12%		12%	11%	-	9%	-	11%
	EL	11%	8%	10%	0%	11%	-	-	-	-	-	8%	33%	0%	11%	10%		10%	-	-	-	*
	Male	22%	17%	11%	5%	10%	20%	-	-	-	19%	8%	38%	5%	12%	9%	11%	-	-	0%	-	
	Female	24%	17%	10%	5%	11%	13%		-	-	0%	9%	19%	2%	11%	10%	-	10%	-	25%	-	0%
Reading	All Students	20%	15%	12%	9%	12%	13%	*	-	-	14%	10%	31%	2%	13%	12%	9%	14%	-	10%	-	*
	CWD	7%	7%	2%	*	3%	0%	-	-	-	*	0%	17%	2%	-	0%	6%	0%	-	*	-	-
	CWOD		16%	13%	10%	13%	18%	*	-	-	15%	11%	35%	-	13%	13%	9%	17%	-	11%	-	*
	EL	8%	7%	12%	0%	14%	-	-	-	-	-	10%	43%	0%	13%	12%		17%	-	-	-	*
	Male	17%	13%	9%	6%	8%	11%	-	-	-	22%	6%	33%	6%	9%	7%	9%	-	-	0%	-	*
	Female	23%	17%	14%	12%	16%	15%	*	-	-	0%	14%	25%	0%	17%	17%	-	14%	-	20%	-	*
Mathematics	Students	26%	20%	10%	2%	10%	19%	*	-	-	14%	8%	31%	5%	11%	7%	12%	7%	-	20%	-	*
	CWD	11%	12%	5%	*	3%	11%	-	-	-	*	3%	17%	5%	-	0%	6%	4%	-	*	-	-
		28%	21%	11%	3%	11%	23%	*	-	-	15%	9%	35%	-	11%	8%	13%	8%	-	11%	-	*
	EL	16%	10%	7%	0%	9%		-	-	-		6%	29%	0%	8%	7%	9%	6%	-		-	*
	Male	25%	21%	12%	6%	11%	22%	-	-	-	22%	9%	39%	6%	13%	9%	12%	-	-	0%	-	*
	Female	26%	19%	7%	0%	9%	15%	*	-	-	0%	7%	13%	4%	8%	6%	-	7%	-	40%	-	*
Science	All Students	24%	16%	8%	0%	9%	20%	-	-	-	0%	7%	*	0%	10%	9%	15%	2%	-	*	-	*
	CWD	8%	12%	0%	*	0%	*	_	_	_	*	0%	*	0%	_	*	*	0%	_	_	_	_
		26%	17%	10%	0%	10%	25%	_	_	_	0%	7%	*	-	10%	10%	16%	3%	_	*	_	*
	EL	7%	5%	9%	*	10%	-	_	_	_	-	9%	*	*	10%	9%	15%	0%	_	_	_	_
	Male	25%	18%	15%	0%	16%	40%	_	_	_	*	11%	*	*	16%		15%	-	_	*	_	-
	Female		13%	2%	0%	3%	0%	-	-	-	*	2%	-	0%	3%	0%	-	2%	-	*	-	*

<sup>\*\*</sup> 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	Lienanie	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score	Students	American	пізрапіс	wille	iliulali	ASIAII	isianuei	Races	Disauv	CWD	EL
Reading	00	0.4	00	07				7.5	00	00	00
All Students	68	61	68	67	-	-	-	75	68	39	68
CWD	39	*	42	*	-	-	-	*	40	39	67
CWOD	73	67	73	75	=	-	-	86	73	-	68
EL	68	*	68	-	=	-	-	-	71	67	68
Male	71	63	72	69	=	-	-	80	73	22	73
Female	64	60	65	65	=	-	-	*	64	47	63
Mathematics											
All Students	60	64	58	67	=	-	-	63	58	55	59
CWD	55	*	53	*	=	-	-	*	54	55	57
CWOD	60	64	59	71	=	-	-	57	59	-	60
EL	59	69	58	-	=	-	-	-	59	57	59
Male	58	58	57	63	=	-	-	60	55	45	64
Female	62	69	59	70	-	-	-	*	61	61	55

# 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 201	8								
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	_	-	-	-	-	-	-

Two

- \* 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
207	29	14%

- 'A' Indicates data reporting does not meet for Minimum Size.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student 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	33	27	34	36	*	-	-	32	31	14	36
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			р								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N	N					N	N	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	Ν
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	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	Ν
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	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 <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.
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)

		Campus	African American	ı Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate																
All Subjects	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%	100%	100%	-
	EL	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	-
	Male	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	99%	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%	-
	CWOD	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%	-	-
	Female	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	-	100%	-
Mathematics	Students	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	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%	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%	-
Science	All Students	99%	100%	98%	100%	-	-	-	100%	99%	*	100%	99%	97%	98%	100%	-
	CWD	100%	*	100%	*	-	-	-	*	100%	*	100%	-	*	*	100%	-
	CWOD	99%	100%	98%	100%	-	-	-	100%	99%	*	-	99%	97%	98%	100%	-
	EL	97%	*	97%	-	-	-	-	-	97%	*	*	97%	97%	95%	100%	-
	Male	98%	100%	97%	100%	-	-	-	*	98%	*	*	98%	95%	98%	-	-
Non-Participation	Female on Rate	100%	100%	100%	100%	=	-	-	*	100%	-	100%	100%	100%	-	100%	-
All Subjects	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%	0%	0%	_
	EL	0%	0%	0%	-	_	_	_	-	0%	0%	0%	0%	0%	1%	0%	_
	Male	0%	0%	0%	0%	_	_	_	0%	0%	0%	0%	0%	1%	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%	_
	CWOD	0%	0%	0%	0%	*	-	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-

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Part (viii): Civil Rights Data

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

Chudanta With out Disphilitis		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilities In-School Suspensions	es										
in-ochool ouspensions	Male Female Total	27 18 45	11 5 16	11 2 13	5 11 16	0 0 0	0 0 0	0 0 0	0 0 0	2 0 2	
Out-of-School Suspensions		40				•		•	•		
	Male Female Total	10 0 10	4 0 4	2 0 2	4 0 4	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	
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	Ö	0	
	Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	
School-Related Arrests	Total	U	U	U	U	U	U	U	U	U	
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement	Total t	0	0	0	0	0	0	0	0	0	
Referrals to Law Emorecment	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	4	2	2	0	0	0	0	0	0	2
	Female Total	0 4	0 2	0 2	0	0 0	0	0 0	0 0	0	0 2
Out-of-School Suspensions	IUlai	4	2	2	U	U	U	U	U	U	2
о по от того от портина от того от тог	Male	4	2	2	0	0	0	0	0	0	4
	Female	0	0	0	0	0	0	0	0	0	0
Expulsions	Total	4	2	2	0	0	0	0	0	0	4
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
1400 A = 1 - 11	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
	Female	0	0	0	0	0	0	0	0	0	0

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

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

	Total	Total students 0	African American	Hispanic 0	White	Indian or Alaska Native	<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	33	5	23	5	0	0	0	0	5	2	2
	Female	29	2	14	11	2	0	0	0	2	2	0
	Total	62	7	37	16	2	0	0	0	7	4	2

	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	6
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	3
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	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

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

#### **High Poverty**

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 7.0	Percent 15.3%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.0	4.6%

<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%	-	-
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%	-	-
Reading	45,064	1%	202	2%	-	-
Mathematics	40,350	1%	186	2%	-	-

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Science	16,337	1%	82	2%	-	-

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
	Ü	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 70	*	21		4
		Two or More Races	25	27	75 50	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73 72	27 40	27	5 8	6 5	1	2
		English Language Learners	60	12	40	28	Ö	Э	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%

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

Grade	Subject	Student Group	Rate
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'\*' 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.