Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: WALCOTT EL Campus ID: 059902101 District Name: WALCOTT ISD

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

Εı

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	(Current & Former)
Academic Perfor	mance (At Meets Grade Level o	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% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63%	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% 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	13%	00 %	70%	0070	1376	9170	1376	1176	08 76	0276	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%

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 ($6\overline{0}$ -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.

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

					Afr			Amer	,	Pac	Two or More	Econ	Non Econ								Fostei	r
		State	District	Campus	Ame	r Hispanic	White	Ind	Asian				Disadv	CWD	CWOD	EL	Male	Female N	ligrant	Homeless	Care	Milita
TAAR Percer Grade 3	nt at App	roach	nes Gra	ide Lev	el or	Above																
Reading	All Students	75%	70%	70%	-	63%	*	-	-	-	-	54%	100%	50%	79%	*	56%	82%	-	*	-	-
	CWD	49%	50%	50%	_	40%	*	_	_	_	_	40%	*	50%	_	*	*	*	-	*	_	_
	CWOD	79%	79%	79%	-	73%	*	-	_	_	_	63%	100%	-	79%	*	57%	100%	_	_	_	_
	EL	69%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	_
	Male	73%	56%	56%	-	50%	*	-	-	-	-	33%	*	*	57%	*	56%	-	-	-	-	-
	Female	78%	82%	82%	-	75%	*	-	-	-	-	71%	*	*	100%	*	-	82%	-	*	-	-
Mathematics		78%	70%	70%	-	63%	*	-	-	-	-	54%	100%	33%	86%	*	67%	73%	-	*	-	-
	Students	E00/	000/	000/		000/						000/	*	000/	_							
	CWD	52%	33%	33%	-	20%		-	-	-	-	20%		33%	_		740/	4000/	-		-	-
	CWOD	81%	86%	86%	-	82%		-	-	-	-	75%	100%	-	86%	*	71%	100%	-	-	-	-
	EL	75%	070/	67%	-		-	-	-	-	-		*		740/		070/		-	-	-	-
	Male Female	78% 78%	67% 73%	73%	-	63% 63%	*	-	-	-	-	50% 57%	*	*	71% 100%	*	67% -	73%	-	*	-	-
Grade 4 Reading	All	74%	83%	83%	_	81%	*					80%	88%	*	88%	*	86%	82%		*		
	Students		0370	03 /6	-	0170			-	-	-				00 /0		00 /0	02 /0	-		-	-
	CWD	44%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD	78%	88%	88%	-	86%	*	-	-	-	-	78%	100%	-	88%	*	83%	90%	-	*	-	-
	EL	64%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	71%	86%	86%	-	83%	*	-	-	-	-	83%	*	*	83%	*	86%	-	-	*	-	-
	Female	77%	82%	82%	-	80%	*	-	-	-	-	*	86%	*	90%	*	-	82%	-	-	-	-
Mathematics	All Students	74%	94%	94%	-	94%	*	-	-	-	-	90%	100%	*	94%	*	100%	91%	-	*	-	-
	CWD	46%	*	*		*	_	_		_	_	*	*	*	_	_	*	*		_	_	_
	CWOD	78%	94%	94%		93%	*	_		_	_	89%	100%	_	94%	*	100%	90%		*	_	_
	EL	69%	*	*	_	*	_	_		_	_	*		_	*	*	*	*		_	_	_
	Male	74%	100%	100%	_	100%	*	_	_	_	_	100%	*	*	100%	*	100%	_	_	*	_	_
	Female	74%	91%	91%	-	90%	*	-	-	-	-	*	100%	*	90%	*	-	91%	-	-	-	-
Grade 5																						
Reading	All	86%	100%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	100%	-	*	-	-
	Students		_	_									_	_		_		_		_		
	CWD	55%	*	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	-
	CWOD	89%	100%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	-	-	-
	EL	77%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	-
	Male	83%	100%	100%	-	100%		-	-	-	-		*		100%	*	100%		-		-	-
	Female	88%	100%	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	-	*	-	-
Mathematics	All Students	89%	100%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	100%	-	*	-	-
	CWD	68%	*	*	-	*	_	-	-	_	-	-	*	*	-	*	-	*	-	*	-	_
	CWOD	92%	100%	100%	-	100%	*	-	_	_	_	100%	100%	_	100%	*	100%	100%	_	_	_	_
	EL	85%	*	*	_	*	_	_	_	_	_	*	*	*	*	*	*	*	_	*	_	_
	Male	88%	100%	100%	_	100%	_	_		_	_	*	*	_	100%	*	100%	_		_	_	
	Female		100%	100%	-	100%	*	-	-	-	-	100%	*	*	100%	*	-	100%	-	*	-	-
Science	All Students	74%	84%	84%	-	83%	*	-	-	-	-	75%	100%	*	83%	*	88%	82%	-	*	-	-
	CWD	45%	*	*		*						_	*	*	_	*		*	_	*		
	CWD	45% 77%	83%	83%	-	82%	*	-	-	-	-	- 75%	100%		83%	*	88%	80%	-		-	-
	EL	60%	*	*	-	OZ 70 *		-	-	-	-	1370	*	*	*	*	*	*	-	*	-	-
	⊏∟ Male	74%	88%	88%	-	88%	-	-	-	-	-	*	*		88%	*	88%	_	-	_	-	-
	Female	73%	82%	82%	-	80%	*	-	-	-	-	75%	*	*	80%	*	-	82%	-	*	-	-
rodo 6																						
Grade 6 Reading	All	67%	76%	76%	_	77%	*	_	_	_	_	83%	73%	*	80%	*	70%	86%	_	*	_	_
	Students	J1 /0	1070	1070	-	1170		-	-	-	-	33 /0	1070		30 /0		1070	30 /0	-		-	-
	CWD	33%	*	*	_	*	-	_	_	_	-	*	-	*	_	_	*	*	_	_	_	
	CWD	71%	80%	80%	-	82%	*	-	-	-	-	*	73%		80%	*	78%	83%	-	*	-	-
	CAAOD	1 1 70	00%	00%	-	0270		-	-	-	-		1370	-	00%		1070	0370	-		-	-

		State	District	Campus	Afr Amer	Hispanic\		Amer Ind				Econ Disady	Non Econ Disady	CMD	CMUD	FI	Male	Female M	grant L		Foster Care	
	EL Male	42% 62%	* 70%	70%	-	* 67%	- *	-	- -	-	-	*	- 67%	-	* 78%	*	* 70%	-	- -	- *	-	- -
		71%	86%	86%	-	*	*	-	-	-	-	*	80%	*	83%	-	-	86%	-	-	-	-
Mathematics	All Students	80%	100%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%	100%	-	*	-	-
	CWD CWOD	50% 83%	* 100%	* 100%	-	* 100%	*	-	-	-	-	*	- 100%	*	- 100%	*	* 100%	* 100%	-	*	-	-
	EL	67%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male Female	78% 81%	100% 100%	100% 100%	-	100%	*	-	-	-	-	*	100% 100%	*	100% 100%	-	100%	100%	-	-	-	-
AAR Percei	nt at Mee	ts Gra	ade Lev	vel or A	hove																	
Grade 3 Reading	All	44%	40%	40%	-	31%	*	_	_	_	_	23%	71%	17%	50%	*	33%	45%	_	*	_	_
	Students	260/	470/	470/		00/	*					00/	*	470/		*		*		*		
	CWD CWOD	26% 46%	17% 50%	17% 50%	-	0% 45%	*	-	-	-	-	0% 38%	67%	17% -	50%	*	29%	71%	-	-	-	-
	EL	35%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male Female	41% 47%	33% 45%	33% 45%	-	25% 38%	*	-	-	-	-	17% 29%	*	*	29% 71%	*	33%	45%	-	*	-	-
Mathematics	All Students	48%	45%	45%	-	44%	*	-	-	-	-	38%	57%	17%	57%	*	33%	55%	-	*	-	-
	CWD	30%	17%	17%	-	20%	*	-	-	-	-	20%	*	17%	-	*	*	*	-	*	-	-
	CWOD EL	50% 41%	57% *	57% *	-	55% *	*	-	-	-	-	50% *	67% -	*	57% *	*	43%	71% *	-	-	-	-
	Male	49%	33%	33%	-	38%	*	-	-	-	-	17%	*	*	43%	*	33%	-	-	-	-	-
<i>.</i>	Female	46%	55%	55%	-	50%	*	-	-	-	-	57%	*	*	71%	*	-	55%	-	*	-	-
Grade 4 Reading	All	43%	39%	39%	-	31%	*	-	-	-	-	20%	63%	*	44%	*	14%	55%	-	*	-	-
	Students CWD	24%	*	*	-	*	-	_	_	_	-	*	*	*	-	_	*	*	_	_	-	_
	CWOD	46%	44%	44%	-	36%	*	-	-	-	-	22%	71%	-	44%	*	17%	60%	-	*	-	-
	EL Male	30% 41%	14%	14%	-	0%	*	-	-	-	-	0%	*	*	17%	*	14%	-	-	*	-	
	Female	46%	55%	55%	-	50%	*	-	-	-	-	*	57%	*	60%	*	-	55%	-	-	-	-
Mathematics	All Students	46%	22%	22%	-	25%	*	-	-	-	-	30%	13%	*	25%	*	14%	27%	-	*	-	-
	CWD	27%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	-	-	-
	CWOD EL	49% 39%	25%	25%	-	29%	*	-	-	-	-	33%	14%	-	25%	*	17%	30%	-	*	-	-
	Male Female	48%	14% 27%	14% 27%	-	17% 30%	*	-	-	-	-	17%	14%	*	17% 30%	*	14%	- 27%	-	*	-	-
	гентате	45%	21 70	21 /0	-	3076		-	-	-	-		1470		3070		-	2170	-	-	-	-
Grade 5 Reading	All	53%	26%	26%	_	28%	*	_	_	-	_	25%	29%	*	28%	*	13%	36%	-	*	-	_
	Students CWD	27%	*	*	_	*	_	_	_	_	_	_	*	*	_	*	_	*	_	*	-	_
	CWOD	56%	28%	28%	-	29%	*	-	-	-	-	25%	33%	-	28%	*	13%	40%	-	-	-	-
	EL Male	36% 50%	13%	13%	-	13%	-	-	-	-	-	*	*	-	13%	*	13%	-	-	-	-	-
	Female	56%	36%	36%	-	40%	*	-	-	-	-	25%	*	*	40%	*	-	36%	-	*	-	-
Mathematics	All Students	57%	79%	79%	-	83%	*	-	-	-	-	75%	86%	*	83%	*	88%	73%	-	*	-	-
	CWD	31%	*	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	-
	CWOD EL	60% 46%	83%	83%	-	88%	*	-	-	-	-	75% *	100%	*	83%	*	88%	80%	-	*	-	-
	Male	56%	88%	88%	-	88%	-	-	-	-	-	*	*	-	88%	*	88%	-	-	-	-	-
	Female	57%	73%	73%	-	80%	*	-	-	-	-	75%	*	*	80%	*	-	73%	-	*	-	-
Science	All Students	48%	16%	16%	-	17%	*	-	-	-	-	17%	14%	*	17%	*	25%	9%	-	*	-	-
	CWD	27%	*	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	-
	CWOD EL	50% 31%	17% *	17% *	-	18%	*	-	-	-	-	17% *	17% *	*	17%	*	25%	10%	-	*	-	-
	Male	50% 45%	25% 9%	25% 9%	-	25% 10%	*	-	-	-	-	* 13%	*	*	25% 10%	*	25%	- 9%	-	*	-	-
Crado 6																						
Grade 6 Reading	All Students	36%	29%	29%	-	23%	*	-	-	-	-	17%	36%	*	27%	*	20%	43%	-	*	-	-
	CWD	19%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD EL	38% 14%	27%	27%	-	18%	*	-	-	-	-	*	36%	-	27%	*	22%	33%	-	*	-	-
	Male Female	33%	20% 43%	20% 43%	-	11%	*	-	-	-	-	*	33% 40%	*	22% 33%	*	20%	- - 43%	-	*	-	-
Mathematics		46%	71%	71%	-	77%	*	-	-	-	-	50%	82%	*	73%	*	80%	57%	_	*	_	-
	Students CWD	23%	/ 170 *	/17 ₀	-	*	_	-	-	-	-	JU 70 *	02%	*	1 3 70	_	*	*	-	_	-	-
	CWOD	48%	73%	73%	-	82%	*	-	-	-	-	*	82%	-	73%	*	78%	67%	-	*	-	-
	EL Male	27% 45%	* 80%	* 80%	-	* 78%	*	-	-	-	-	*	- 83%	*	* 78%	*	* 80%	-	-	*	-	-
	Female		57%	57%	-	*	*	-	-	-	-	*	80%	*	67%	-	-	57%	-	-	-	-

		•			Afr			Amer				Econ		 -				_			Foster	
		State	District	Campus	Amer	Hispani	c White	Ind	Asia	n Isl	Races	Disadv	Disadv	CWD	CWOD) EL	Male	Female I	/ligrantH	lomeless	Care	Mili
FAAR Perce Grade 3	nt at Mas	ters C	Frade I	_evel																		
Reading	All	27%	10%	10%	-	6%	*	-	-	-	-	0%	29%	17%	7%	*	11%	9%	-	*	-	
	Students CWD	10%	17%	17%	-	0%	*	-	-	-	-	0%	*	17%	-	*	*	*	-	*	-	
	CWOD EL	29% 19%	7% *	7% *	-	9%	-	-	-	-	-	0% *	17% -	*	7% *	*	0%	14%	-	-	-	
	Male Female	24%	11% 9%	11% 9%	-	0% 13%	*	-	-	-	-	0% 0%	*	*	0% 14%	*	11%	- 9%	-	-	-	
					-			-	-	-	-						-		-		-	
Mathematics	S All Students	24%	5%	5%	-	6%	*	-	-	-	-	8%	0%	17%	0%	*	0%	9%	-	*	-	
	CWD CWOD	12% 25%	17% 0%	17% 0%	-	20% 0%	*	-	-	-	-	20% 0%	* 0%	17%	- 0%	*	* 0%	*	-	*	-	
	EL	18%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	
	Male Female	26% 22%	0% 9%	0% 9%	-	0% 13%	*	-	-	-	-	0% 14%	*	*	0% 0%	*	0%	- 9%	-	*	-	
	remaie	22 /0	370	3 /0	-	1370		-	-	-	-	14 /0			0 70		-	370	-		-	
rade 4 Reading	All	21%	11%	11%	_	6%	*		_	_	_	0%	25%	*	13%	*	14%	9%	_	*	_	
Reading	Students				-			-	-	-	-				1370			970	-		-	
	CWD	8% 23%	* 13%	* 13%	-	* 7%	*	-	-	-	-	* 0%	* 29%	*	- 13%	*	* 17%	* 10%	-	*	-	
	EL	12%	*	*	-	*	-	-	-	-	-	*	- *	-	*	*	*	*	-	-	-	
	Male Female	20% 23%	14% 9%	14% 9%	-	0% 10%	*	-	-	-	-	0% *	14%	*	17% 10%	*	14%	9%	-	-	-	
N.4 - 41												4001		_			001			_		
Mathematics	Students	27%	6%	6%	-	6%	*	-	-	-	-	10%	0%	*	6%	*	0%	9%	-	*	-	
	CWD	13%	*	*	-	*	-	-	-	-	-	*	*	*	-	-	*	*	-	:	-	
	CWOD EL	29% 20%	6% *	6% *	-	7% *	-	-	-	-	-	11% *	0% -		6% *	*	0%	10%	-	-	-	
	Male Female	29% 25%	0% 9%	0% 9%	-	0% 10%	*	-	-	-	-	0%	* 0%	*	0% 10%	*	0%	9%	-	*	-	
	Terriale	2570	370	3 /0	-	1070		_	-	_	_		0 70		1070		_	370	-	-	_	
rade 5	All	29%	0%	0%	_	0%	*					0%	0%	*	0%	*	0%	0%		*		
Reading	Students	2970	U 70	U 76	-	0 70		-	•	-	-	0 70	0 70		070		0 76	070	-		-	
	CWD CWOD	9% 31%	*	* 0%	-	0%	*	-	-	-	-	- 0%	* 0%	*	- 0%	*	- 0%	*	-	*	-	
	EL	14%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	
	Male Female	26% 31%	0% 0%	0% 0%	-	0% 0%	*	-	-	-	-	* 0%	*	*	0% 0%	*	0%	- 0%	-	*	-	
Mathematics	Students	36%	42%	42%	-	44%	*	-	-	-	-	42%	43%	*	44%	*	63%	27%	-	*	-	
	CWD	14%	*	*	-	* 4 7 0/	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	
	CWOD EL	38% 24%	44% *	44% *	-	47% *	-	-	-	-	-	42% *	50%	*	44% *	*	63%	30%	-	*	-	
	Male Female	36%	63% 27%	63% 27%	-	63% 30%	-	-	-	-	-	* 25%	*	-	63% 30%	*	63%	- 27%	-	-	-	
	i emale	33 /0	21 /0	21 /0	-	30 70		-	-	-	-	2370			30 /0		-	21 /0	-		-	
Science	All Students	23%	0%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-	*	-	
	CWD	11%	*	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	
	CWOD EL	25% 11%	0% *	0% *	-	0%	*	-	-	-	-	0% *	0%	*	0%	*	0% *	0%	-	*	-	
	Male	25%	0%	0%	-	0%	-	-	-	-	-	*	*	-	0%	*	0%	-	-	-	-	
	Female	21%	0%	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	-	0%	-	*	-	
rade 6																						
Reading	All Students	17%	12%	12%	-	8%	*	-	-	-	-	0%	18%	*	13%	*	20%	0%	-	*	-	
	CWD	6%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	
	CWOD EL	4%	13%	13%	-	9%	-	-	-	-	-	*	18%	-	13%	*	22%	0% -	-	-	-	
	Male Female	14%	20% 0%	20% 0%	-	11%	*	-	-	-	-	*	33% 0%	*	22% 0%	*	20%	- 0%	-	*	-	
	remale	2070	U 70	U 70	-			-	-	-	-		0 70		070	-	-	070	-	-	-	
Mathematics	Students	20%	18%	18%	-	15%	*	-	-	-	-	17%	18%	*	20%	*	30%	0%	-	*	-	
	CWD	9%	*	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	
	CWOD EL	22% 8%	20%	20%	-	18%	*	-	-	-	-	*	18%	-	20%	*	33%	0%	-	*	-	
	Male	20%	30%	30%	-	22%	*	-	-	-	-	*	33%	*	33%	*	30%	-	-	*	-	
	Female	20%	0%	0%	-	*	*	-	-	-	-	*	0%	*	0%	-	-	0%	-	-	-	
AAR Perce	nt at App	roach	es Gra	de Lev	el or A	Above																
II Grades All Subjects		77%	86%	86%	-	85%	96%	-	-	-	-	80%	95%	61%	90%	79%	84%	88%	-	78%	-	
-	Students CWD	46%	61%	61%		57%	*	_			_	50%	86%	61%	_	100%	63%	60%		60%	_	
	CWOD	81%	90%	90%	-	89%	95%	-	-	-	-	86%	95%	-	90%	71%	87%	93%	-	*	-	
	EL Male	62% 74%	79% 84%	79% 84%	-	79% 83%	- 100%	-	-	-	-	75% 77%	* 94%	100% 63%	71% 87%	79% 56%	56% 84%	100%	-	*	-	
	Female		88%	88%	-	86%	94%	-	-	-	-	82%	95%	60%	93%	100%		88%	-	60%	-	

				_	Afr			Amer			Two or More		Non Econ								oster	
	CWD	State 39%	District 55%	Campus 55%	Amer	Hispanio 50%	* White	Ind -	Asian -	l Isl	Races -	Disadv 50%	Disadv *	55%	CWOD	EL *	Male *	Female M 57%	igrant Ho	meless (Care	Mili
	CWOD	78%	87%	87%	-	87%	90%	-	-	-	-	85%	90%	-	87%	67%	80%	94%	-	*	-	
	EL Male	54% 69%	75% 76%	75% 76%	-	75% 74%	*	-	-	-	-	71% 70%	* 86%	*	67% 80%	75% *	* 76%	-	-	*	-	
	Female	78%	88%	88%	-	88%	88%		-	-	-	86%	89%	57%	94%	*	-	88%	-	*	-	
				/-																		
Mathematics 4 8 1		81%	91%	91%	-	89%	100%	-	-	-	-	83%	100%	64%	95%	88%	91%	90%	-	*	-	
	Students CWD	53%	64%	64%	_	60%	*					50%	*	64%	_	*	*	57%		*		
	CWD	84%	95%	95%	-	94%	100%	-	-	-	-	91%	100%	-	95%	83%	93%	97%	-	*	-	
	EL	72%	88%	88%	-	88%	-	-	-	-	-	86%	*	*	83%	88%	*	*	-	*	-	
	Male	79%	91%	91%	-	90%	*	-	-	-	-	85%	100%	*	93%	*	91%	-	-	*	-	
	Female	82%	90%	90%	-	88%	100%	-	-	-	-	81%	100%	57%	97%	*	-	90%	-	*	-	
Science	All	80%	84%	84%	_	83%	*	_	_	_	_	75%	100%	*	83%	*	88%	82%	_	*	_	
	Students	0070	0.70			0070							.0070		0070		0070					
	CWD	51%	*	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	
	CWOD EL	84% 61%	83%	83%	-	82%	*	-	-	-	-	75% *	100%	*	83%	*	88%	80%	-	*	-	
	Male	79%	88%	88%	-	88%		-	-	-	-	*	*	_	88%	*	88%	_	-	_	-	
	Female	81%	82%	82%	-	80%	*	-	-	-	-	75%	*	*	80%	*	-	82%	-	*	-	
AR Percei	nt at Mee	ts Gra	ade Le	vel or A	bove																	
Grades II Subjects	All	49%	41%	41%	-	40%	48%	-	-	-	-	33%	51%	17%	44%	21%	37%	44%	_	0%	-	
	Students	0	4-0:	,								4				000	0=::	4607		00/		
	CWD	24% 52%	17%	17% 44%	-	14% 44%	* 48%	-	-	-	-	19%	14% 55%	17%	- 44%	20% 21%	25% 38%	13%	-	0%	-	
	EL	52% 29%	44% 21%	44% 21%	-	44% 21%	40%		-	-	-	36% 25%	55% *	20%	44% 21%	21%	38% 11%	50% 30%	-	*	-	
	Male	47%	37%	37%	-	34%	67%	-	-	-	-	25%	53%	25%	38%	11%	37%	-	-	*	-	
	Female	52%	44%	44%	-	45%	41%	-	-	-	-	40%	49%	13%	50%	30%	-	44%	-	0%	-	
eading	All	47%	34%	34%	_	29%	64%	_	_	_	_	22%	48%	18%	37%	0%	21%	45%	_	*	_	
	Students														/0							
	CWD	21%	18%	18%	-	10%	*	-	-	-	-	13%	*	18%	<u>-</u>	*	*	14%	-	*	-	
	CWOD	50% 23%	37% 0%	37% 0%	-	32%	60%	-	-	-	-	24% 0%	50%	-	37% 0%	0% 0%	20%	52%	-	*	-	
	EL Male	43%	21%	21%	-	0% 13%	*			-	-	10%	36%	*	20%	U% *	21%	_	-	*	-	
	Female		45%	45%	-	44%	50%	-	-	_	-	33%	58%	14%	52%	*	-	45%	-	*	-	
lathamatica		E40/	E 40/	E 40/		E 7 0/	260/					400/	640/	100/	600/	E00/	E60/	E20/				
1athematics	Students	51%	54%	54%	-	57%	36%	-	-	-	-	49%	61%	18%	60%	50%	56%	53%	-		-	
	CWD	26%	18%	18%	-	20%	*	-	-	-	-	25%	*	18%	-	*	*	14%	-	*	-	
	CWOD	54%	60%	60%	-	64%	40%	-	-	-	-	55%	67%	-	60%	50%	60%	61%	-	*	-	
	EL Male	37% 50%	50% 56%	50% 56%	-	50% 58%	*	-	-	-	-	57% 40%	79%	*	50% 60%	50%	56%	_	-	*	-	
	Female	51%	53%	53%	-	56%	38%	-	-	-	-	57%	47%	14%	61%	*	-	53%	-	*	-	
						.=																
cience	All Students	53%	16%	16%	-	17%	*	-	-	-	-	17%	14%	*	17%	*	25%	9%	-	*	-	
	CWD	25%	*	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-	*	-	
	CWOD	56%	17%	17%	-	18%	*	-	-	-	-	17%	17%	-	17%	*	25%	10%	-	-	-	
	EL	26%	*	*	-	*	-	-	-	-	-	*	*	*	*	*	*	*	-	*	-	
	Male	53%	25%	25%	-	25%	-	-	-	-	-	*	*	-	25%	*	25%	-	-	-	-	
	Female	53%	9%	9%	-	10%	•	-	-	-	-	13%	2	•	10%	•	-	9%	-	•	-	
AR Percei	nt at Mas	ters C	Frade I	_evel																		
Grades Il Subjects	All	23%	11%	11%	_	10%	17%	_	_	_	_	9%	15%	9%	12%	11%	16%	8%	_	0%	_	
	Students														,,							
	CWD	8%	9%	9%	-	5%	*	-	-	-	-	6%	14%	9%	-	20%	13%	7%		0%	-	
	CWOD	25%	12%	12% 11%	-	11%	14%	-	-	-	-	9% 13%	15%	20%	12% 7%	7% 11%	16%	8% 10%	-	*	-	
	EL Male	11% 22%	11% 16%	11% 16%	-	11% 11%	- 67%			-	-	13% 9%	25%	20% 13%	7% 16%	11% 11%	11% 16%	10%	-	*	-	
	Female		8%	8%	-	9%	0%	-	-	-	-	8%	7%	7%	8%	10%	-	8%		0%	-	
																	120/			*		
eading	ΛII	20%	8%	8%	-	5%	27%	-	-	-	-	0%	18%	9%	8%	0%	12%	5%	-		-	
	All Students			9%	-	0%	*	-	-	-	-	0%	*	9%	-	*	*	0%	-	*	-	
	All Students CWD	7%	9%			6%	20%	-	-	-	-	0%	17%	-	8%	0%	10%	6%	-	*	-	
	Students CWD CWOD	22%	8%	8%	-			-	-	-	-	0%	*	*	0%	0% *	100/	*	-	*	-	
	Students CWD CWOD EL	22% 8%	8% 0%	8% 0%	-	0%	*				-	0%	29% 11%	0%	10% 6%	*	12% -	- 5%	-	-	-	
	Students CWD CWOD	22% 8% 17%	8%	8%			- * 0%	-	-	-	-	0%	11/0						-	*	-	
·	Students CWD CWOD EL Male Female	22% 8% 17% 23%	8% 0% 12% 5%	8% 0% 12% 5%	-	0% 3% 6%	* 0%	-	-	-	-			9%	19%	25%	24%	13%	-	*	-	
athematics	Students CWD CWOD EL Male Female	22% 8% 17%	8% 0% 12% 5%	8% 0% 12% 5% 18%	-	0% 3% 6% 19%	* 0% 9%	-	-	-		20%	15%	9%	19%			13%	-	*	-	
lathematics	Students CWD CWOD EL Male Female All Students CWD	22% 8% 17% 23% 26% 11%	8% 0% 12% 5% 18%	8% 0% 12% 5% 18%	-	0% 3% 6% 19%	9% *	-	-	-	-	20% 13%	15%	9%	-	*	*	14%	-	*	-	
lathematics	Students CWD CWOD EL Male Female All Students CWD CWOD	22% 8% 17% 23% 26% 11% 28%	8% 0% 12% 5% 18% 9% 19%	8% 0% 12% 5% 18% 9% 19%	-	0% 3% 6% 19% 10% 21%	* 0% 9% * 10%	-	-	-	-	20% 13% 21%	15% * 17%		- 19%	* 17%	* 27%		-	* * * *	-	
1athematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL	22% 8% 17% 23% 26% 11% 28% 16%	8% 0% 12% 5% 18% 9% 19% 25%	8% 0% 12% 5% 18% 9% 19% 25%	- - -	0% 3% 6% 19% 10% 21% 25%	9% *	-	-	-	-	20% 13% 21% 29%	15% * 17% *	9%	- 19% 17%	* 17% 25%	* 27% *	14% 12% *	-	* * * * *	-	
1athematics	Students CWD CWOD EL Male Female All Students CWD CWOD	22% 8% 17% 23% 26% 11% 28% 16% 25%	8% 0% 12% 5% 18% 9% 19%	8% 0% 12% 5% 18% 9% 19%	-	0% 3% 6% 19% 10% 21%	* 0% 9% * 10% -	-	-	-	-	20% 13% 21%	15% * 17%	9%	- 19%	* 17%	* 27%	14%	-	* * * * * * * * *	-	
1 athematics	Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	22% 8% 17% 23% 26% 11% 28% 16% 25% 26%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 3% 6% 19% 10% 21% 25% 23% 16%	* 0% 9% * 10% - *	-	-		- - - -	20% 13% 21% 29% 20% 19%	15% * 17% * 29% 5%	9% - * *	- 19% 17% 27% 12%	* 17% 25% *	* 27% * 24%	14% 12% * - 13%	-	* * * * * * *		
lathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All	22% 8% 17% 23% 26% 11% 28% 16% 25%	8% 0% 12% 5% 18% 9% 19% 25% 24%	8% 0% 12% 5% 18% 9% 19% 25% 24%	- - - -	0% 3% 6% 19% 10% 21% 25% 23%	* 0% 9% * 10% - *	-	-		- - - -	20% 13% 21% 29% 20%	15% * 17% * 29%	9% - * * 14%	- 19% 17% 27%	* 17% 25% *	* 27% * 24%	14% 12% *	-	* * * * * * * *		
lathematics	Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD Students CWD	22% 8% 17% 23% 26% 11% 28% 25% 26% 24% 8%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13% 0%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 3% 6% 19% 10% 21% 23% 16% 0%	* 0% 9% * 10% - *	-	-	-	- - - -	20% 13% 21% 29% 20% 19%	15% * 17% * 29% 5% 0% *	9% - * * 14%	- 19% 17% 27% 12% 0%	* 17% 25% *	* 27% * 24% - 0%	14% 12% * - 13% 0%	-	* * * * * * * *		
lathematics	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	22% 8% 17% 23% 26% 11% 28% 25% 25% 24% 8% 26%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 3% 6% 19% 10% 21% 25% 23% 16% 0%	* 0% 9% * 10% - *	-	-		- - - -	20% 13% 21% 29% 20% 19% 0%	15% * 17% * 29% 5% 0%	9% - * * 14%	- 19% 17% 27% 12% 0%	* 17% 25% *	27% * 24% - 0%	14% 12% * - 13% 0%	-	* * * * * * * * * * * * * * * * * * * *		
fathematics cience	Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD Students CWD	22% 8% 17% 23% 26% 11% 28% 25% 26% 24% 8%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13% 0%	8% 0% 12% 5% 18% 9% 19% 25% 24% 13%	-	0% 3% 6% 19% 10% 21% 23% 16% 0%	* 0% 9% * 10% - *		-		- - - -	20% 13% 21% 29% 20% 19%	15% * 17% * 29% 5% 0% *	9% - * * 14%	- 19% 17% 27% 12% 0%	* 17% 25% *	* 27% * 24% - 0%	14% 12% * - 13% 0%	-	* * * * * * * * * * * * * * * * * * * *		

				Two							
				or		Non					,
Afr	Amer	P	ac	More	Econ	Econ				Foster	, !
State District Campus Amer Hispanic White	Ind /	Asian I	Isl F	Races	Disadv	Disadv CWD C	WOD E	EL	Male Female Migrant Homeless	Care	Military

- Indicates results are masked due to small numbers to protect student confidentiality.
- -' Indicates zero observations reported for this group.

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	52	-	52	50	-	-	-	-	63	60	*
CWD	60	-	60	-	-	-	-	-	*	60	*
CWOD	51	-	51	50	-	-	-	-	62	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	43	-	37	*	-	-	-	-	60	*	*
Female	59	-	65	30	-	-	-	-	64	*	*
Mathematics 1 and											
All Students	76	-	81	43	-	-	-	-	81	80	*
CWD	80	-	80	-	-	-	-	-	*	80	*
CWOD	76	_	82	43	_	_	_	_	81	-	*
EL	*	_	*	-	_	_	_	_	*	*	*
Male	86	_	89	*	_	_	_	-	95	*	*
Female	69	-	75	40	-	_	_	_	71	*	*

Part (iii)(II): Graduation Rate

Ever EL in grades 9-12

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

								Two or					
	All	African		18/1-14-	American	A -!	Pacific	More	Econ	OWD			Foste
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
ederal Graduation Rates													
-year Longitudinal Cohort	t Graduation	n Rate (Gr	9-12): Class	s of 2018	3								
All Students	-	- `	· -	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	_	_	_	_	-	_	_	_	-	-	-	-

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
Г	۸	٨	٨
'^'	Indicates data reporting does not r	neet for Minimum Size.	
1*1	Indicates results are masked due t	o small numbers to protect student con	fidentiality.
'-'	Indicates zero observations reporte	ed for this group.	-

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achiev	ement Dor	nain Score	: STAAR Co	omponen	t Only)						
STAAR Component Score	46	-	45	54	-	-	-	-	41	29	37

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
School Quality (College, Career	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are maske			o protect stu	udent con	fidentiality.						

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		
English Learner Language Pro Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals	nciency Statu	is									36% 38% 40% 40%
Target Met Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
'+' STAAR Performance and on Blank cells above represe '^' Student groups with gradu:	nt student gro	up indicator	s that do not	meet the	minimum siz	ze criteria.			,	n the follow	ing year(s)

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)

									Two or		Non						
			African			American	1	Pacific	More	Econ	Econ						
		Campus	American	Hispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrar
rticipation Ra	ate																
All Subjects	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	-	100%	*	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	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%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Students																

			African			American			Two or More	Econ	Non Econ					_	
			American		White	Indian	Asian	Islander	Races		Disadv		CWOD	EL	Male	Female	Migrar
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	*	100%	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	_	100%	_	-	-	_	_	100%	*	*	100%	100%	100%	*	-
	Male	100%	_	100%	*	_	_	_	_	100%	100%	*	100%		100%		_
	Female	100%	_	100%	100%	_	_	_	_	100%	100%	100%	100%	*	10070	100%	_
	1 Ciliale	100 /6	-	100 /0	10070	-	_	-	-	100 /0	10070	10070	100 /0		_	100 /0	_
Mathematics	All Students	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	*	100%	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	_	100%	-	-	-	_	_	100%	*	*	100%	100%	*	*	_
	Male	100%	_	100%	*	_	_	_	_	100%	100%	*	100%	*	100%	_	_
	Female	100%	-	100%	100%	-	_	_	-	100%	100%	100%	100%	*	-	100%	-
	remale	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%		-	100%	-
Science	All Students	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	*	100%		-
	CWD	*	-	*	-	-	-	-	-	-	*	*	-	*	-	*	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	*	100%	100%	-
	EL	*	_	*	_	_	_	_	_	*	*	*	*	*	*	*	_
	Male	100%	_	100%	_	_	_	_	_	*	*	_	100%	*	100%	_	_
	Female	100%	_	100%	*	_	_	_	_	100%	*	*	100%	*	10070	100%	_
on-Participation		100 /6	-	100 /6		-	-	-	-	100 /0			100 /0		-	100 /6	-
		20/		00/	00/					00/	00/	00/	00/	00/	00/	00/	
All Subjects	All Students	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%	
			-			-	-	-	-		U 70 *						
	EL	0%	-	0%	-	-	-	-	-	0%		0%	0%	0%	0%	0%	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	_	0%	*	_	_	_	_	0%	*	0%	_	*	*	0%	_
	CWOD	0%	_	0%	0%	-	_	_	-	0%	0%	-	0%	0%	0%	0%	_
			-			-	-	-	-		U 70 *	*				U 70 *	_
	EL.	0%	-	0%	*	-	-	-	-	0%			0%	0%	0%		-
	Male	0%	-	0%		-	-	-	-	0%	0%	*	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Mathematics	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	_	0%	*	-	_	_	_	0%	*	0%	-	*	*	0%	_
	CWOD	0%	_	0%	0%	-	-	_	-	0%	0%	-	0%	0%	0%	0%	_
			-			-	-	-	-		U% *	*			U% *	U% *	_
	EL	0%	-	0%	*	-	-	-	-	0%		*	0%	0%			-
	Male	0%	-	0%		-	-	-	-	0%	0%		0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Science	All Students	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	*	0%	0%	-
	CWD	*	_	*	_	_	_	_	_	_	*	*	_	*	_	*	_
	CWOD	0%	_	0%	*	_	_	_	_	0%	0%	_	0%	*	0%	0%	_
	EL	*	_	*	_	_	_	_	_	*	*	*	*	*	*	*	-
		00/	-		-	-	-	-	-	*	*			*	00/		
	Male	0%	-	0%	-	-	-	-	-			-	0%	-	0%	-	-
	Female	0%	-	0%	*	_	-	-	-	0%	*	*	0%	*	_	0%	-

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)

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilitie	s											
In-School Suspensions												
· ·	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		
Out-of-School Suspensions												
· ·	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		
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	African American	L ienanie	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Total	0	0	0	0	0	0	0	0	0	Disabilities	304)
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
OCI VIOCS	Female	0	0	0	0	0	0	0	0	0		
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Õ		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Õ		
School-Related Arrests		-	-	-		-	-	-	-	-		
	Male	0	0	0	0	0	0	0	0	0		
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	0		
	Total	ő	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement		v	J	Ü	J	Ü	v	v	J	J		
	Male	0	0	0	0	0	0	0	0	0		
	Female	ő	0	0	0	0	0	0	0	0		
	Total	ő	0	0	0	0	0	0	0	0		
Students With Disabilities	Total	Ü	Ü	Ü	Ū	Ü	Ū	Ü	Ū	Ü		
In-School Suspensions												
in concer cuoperiolone	Male	0	0	0	0	0	0	0	0	0		0
	Female	ő	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions	Iolai	U	U	U	U	U	U	U	U	U		U
Out-oi-scrioor suspensions	Male	0	0	0	0	0	0	0	0	0		0
				0	0		0					
	Female	0	0			0		0	0	0		0
F	Total	0	0	0	0	0	0	0	0	0		0
Expulsions	NA-I-	0	0	0	^	0	^	0	0	_		0
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
	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
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	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	5	0	5	0	0	0	0	0	0	2	0
	Female	2	Ö	Ö	2	Ö	Ö	Ö	Ö	Õ	2	Ö
	Total	7	Ō	5	2	Ö	Ō	Ö	Ö	Ō	4	Ö
	Iolai								U			

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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	10	0	5	5	0	0	0	0	2	2
	Female	4	0	2	2	0	0	0	0	2	0
	Total	14	0	7	7	0	0	0	0	4	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	_	-	-	-	-	-

^{&#}x27;' Indicates results are masked due to small numbers to protect student confidentiality.

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 S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	10.0%
Teachers Teaching with Emergency or Provisional Credentials	1.0	10.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.0	10.1%
Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.		

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.

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%	-	-	-	-
Mathematics	5,880	1%	-	-	-	-
Grade 4						
Reading	6,312	2%	-	-	-	-
Mathematics	6,311	2%	-	-	-	-
Grade 5						
Reading	6,133	1%	-	-	-	-
Mathematics	6,131	1%	-	-	-	-
Science	6,133	1%	-	-	-	-
Grade 6						
Reading	6,038	1%	-	-	-	-
Mathematics	6,036	1%	-	-	-	-
Grade 7						
Reading	5,616	1%	-	-	-	-
Mathematics	5,616	2%	-	-	-	-

^{&#}x27;-' Indicates there are no students in the group.

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

State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
5,251	1%	-	-	-	-
5,254	2%	-	-	-	-
5,250	1%	-	-	-	-
5,150	1%	-	-	-	-
4,680	1%	-	-	-	-
5,122	1%	-	-	-	-
4,954	1%	-	-	-	-
101,751	1%	-	-	-	-
45,064	1%	-	-	-	-
40,350	1%	-	-	-	-
16,337	1%	-	-	-	-
	5,251 5,254 5,250 5,150 4,680 5,122 4,954 101,751 45,064 40,350	Number of ALT2 Rate of ALT2 5,251 1% 5,254 2% 5,250 1% 5,150 1% 4,680 1% 5,122 1% 4,954 1% 101,751 1% 45,064 1% 40,350 1%	Number of ALT2 Rate of ALT2 Number of ALT2 5,251 1% - 5,254 2% - 5,250 1% - 5,150 1% - 4,680 1% - 5,122 1% - 4,954 1% - 101,751 1% - 45,064 1% - 40,350 1% -	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 5,251 1% - - 5,254 2% - - 5,250 1% - - 5,150 1% - - 4,680 1% - - 5,122 1% - - 4,954 1% - - 101,751 1% - - 45,064 1% - - 40,350 1% - -	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 5,251 1% - - - 5,254 2% - - - 5,250 1% - - - 5,150 1% - - - 4,680 1% - - - 5,122 1% - - - 4,954 1% - - - 101,751 1% - - - 45,064 1% - - - 40,350 1% - - -

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

			% Belo	w Basic	% At or Al	oove Basic		r Above icient	% Δ† Δι	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
rado i	rtodding	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
			*	50	/ O *	50	40 *	45 19	1Z *	
		American Indian								3
		Asian	11	18	89	82	65 *	57	25 *	22
		Pacific Islander		42		58		25		4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disady	21	29	79	71	32	26	3	3
		Students with Disabilities	55	29 54	79 45	46	13	14	3 1	2
		English Language Learners	24	41	76	59	29	16	2	1
rade 8	Reading	Overall	33	27	67	73	25	34	2	4
	ū	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 Disady	43	40	57	60	15	20	n/a	1
		Students with Disabilities	43 81	68	19	32		7	n/a	n/a
							3			
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
			25		75		41		11	12
		Pacific Islander Two or More Races	* 25	45 27	* 75	55 73	* 41	21 38		

			% Below Basic % At or Above Basic		% At or Above Proficient		% At Advanced			
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	•	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%
	Ü	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%
'*' Indicat	es reporting standar	ds not met.	
'n/a' Indicate	es data reporting is r	ot applicable for this group.	

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.