Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: GONZALO AND SOFIA GARCIA EL Campus ID: 071907105 District Name: CANUTILLO 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 Go	als						
		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 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% 66%	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% 73%	74% 74% 78% 82% 87% 82% 82% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 54% 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											41% 36% 38% 40%
Graduation Rate:	A-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;

Indicator	Weight
Academic Achievement	30%
Other Academic Indicator	50%
English Learner Language Proficiency	10%
SQSS: Student Achievement Domain Score	10%
Academic Achievement	50%
4-Year Graduation Rate	10%
English Learner Language Proficiency	10%
SQSS: College, Career, and Military Readiness	30%
	Academic Achievement Other Academic Indicator English Learner Language Proficiency SQSS: Student Achievement Domain Score Academic Achievement 4-Year Graduation Rate English Learner Language Proficiency

(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

<u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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)

					Afr			Amer			Two or More										Foste	
		State	Distric	t Campus	Ame	r Hispani	c White	Ind	Asian	lsi	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Perc	ent at Ap	proad	ches G	rade Lev	/el oi	r Above																
Grade 3																						
Reading	All	75%	80%	78%	*	78%	80%	-	-	-	-	68%	90%	17%	87%	84%	71%	89%	*	-	*	*
	Students	100/	400/	4=0/		470/						400/	*	4 70/		400/	440/					
	CWD CWOD	49%	43%	17% 87%	-	17% 88%	- 80%	-	-	-	-	18% 82%	93%	17%	- 87%		11%	94%	•	-	-	-
	EL	69%	84% 77%	84%	_	84%	- 00	-	-	-	-	82% 75%	93% 93%	- 40%	92%		83% 74%	94 <i>%</i> 100%	*	-	*	
	Male	73%	75%	04% 71%	-	70%	*	-	-	-	-	75% 58%	93% 91%	40%	92% 83%		74%	100%	*	-	*	*
	Female		87%	89%	*	90%	*	-	-	-	-	88%	89%	*	94%	100%		89%	-	-	*	*
Matha an at	41	700/	000/	700/		740/	000/					000/	700/	470/	700/	740/	750/	000/				
Mathemati		78%	80%	70%	Ŷ	71%	60%	-	-	-	-	66%	76%	17%	78%	71%	75%	63%	•	-	Ŷ	^
	Students CWD	52%	43%	17%		17%	-					18%	*	17%		400/	11%	*	*			
	CWD			78%	*	79%	- 60%	-	-	-	-	79%	78%	-	- 78%	40% 77%		66%		-	*	*
	EL	75%		71%	_	71%	- 00	_	_	-	-	63%	80%	40%	77%	71%		67%	*	-	*	_
	Male	78%	80%	75%	_	74%	*	_	_	_	_	67%	87%	11%	87%	74%		-	*	_	*	*
	Female			63%	*	65%	*	-	-	-	-	65%	61%	*	66%	67%		63%	-	-	*	*
One de 1																						
Grade 4 Reading	All	74%	75%	73%	-	71%	88%	-	*	-	-	69%	79%	50%	77%	61%	78%	69%	-	*	-	*
	Students		450/			500/							*	500/								
	CWD	44%		50%	-	50%	-	-	-	-	-	55%		50%	-		44%	c.00/	-	•	-	-
	CWOD EL	78% 64%	79% 70%	77% 61%	-	75% 59%	88% *	-		-	-	73% 56%	82% 80%	- 57%	77% 63%	63% 61%		69% 70%	-	-	-	
	Male	71%	70%	78%	-	59% 76%	*	-	*	-	-	50% 72%	80% 87%	44%	87%	54%		70%	-	-	-	*
	Female		74%	69%	-	67%	83%	-	_	-	-	65%	74%	44 70	69%	54% 70%		- 69%	-	*	-	*
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Mathemati	cs All Students	74%	75%	68%	-	67%	75%	-	*	-	-	69%	68%	50%	71%	70%	70%	67%	-	*	-	*
	CWD	46%	62%	50%	_	50%	_	_	_	_	_	55%	*	50%	_	57%	44%	*	_	*	_	_
	CWD		76%	50 % 71%	-	50 % 70%	- 75%		*	-	-	73%	70%	50 %	- 71%	75%		67%	-	_	-	*
	EL	69%	74%	70%	_	73%	*	_	-	_	_	67%	80%	57%	75%	70%		80%	_	_	_	_
	Male	74%	74%	70%	-	68%	*	-	*	-	-	72%	67%	44%	77%	62%		-	-	-	-	*
	Female		75%	67%	-	67%	67%	-	-	-	-	65%	68%	*	67%	80%		67%	-	*	-	*
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Reading	All Students	86%	91%	93%		93%		-	-	-		93%	93%	60%	97%	09%	94%	91%	-		-	
	CWD	55%	64%	60%	*	63%	_	-	_	-	*	67%	*	60%	_	*	67%	*	_	_	-	*
	CWOD			97%	*	97%	*	_	_	_	_	97%	97%	-	97%	100%	98%	97%	_	*	_	*
	EL	77%	86%	89%	-	89%	-	-	-	-	-	88%	*	*	100%		92%	86%	-	-	-	-
	Male	83%	87%	94%	*	93%	*	-	-	-	-	92%	96%	67%	98%	92%		-	-	-	-	*
	Female	88%	95%	91%	*	93%	*	-	-	-	*	94%	88%	*	97%	86%	-	91%	-	*	-	*
Mathemati	cs All	89%	92%	93%	*	93%	*	_	-	_	*	93%	93%	40%	99%	84%	94%	91%	-	*	-	*
	Students	,0	/ 0	/-		20,0						/0	2.570		/0	2.75	, 5	/ 0				
	CWD	68%	76%	40%	*	38%	-	-	-	-	*	50%	*	40%	-	*	50%	*	-	-	-	*
	CWOD	92%	94%	99%	*	98%	*	-	-	-	-	97%	100%	-	99%	94%	98%	100%	-	*	-	*
	EL	85%	87%	84%	-	84%	-	-	-	-	-	81%	*	*	94%	84%		86%	-	-	-	-
	Male	88%	93%	94%	*	93%	*	-	-	-	-	92%	96%	50%	98%	83%		-	-	-	-	*
	Female	90%	91%	91%	*	93%	*	-	-	-	*	94%	88%	*	100%	86%	-	91%	-	*	-	*
Science	All	74%	77%	84%	*	84%	*	-	-	-	*	85%	83%	50%	89%	89%	86%	82%	-	*	-	*
	Students CWD	45%	43%	50%	*	50%	-	-	-	-	*	67%	*	50%	-	*	67%	*	-	-	-	*
	CWOD			89%	*	88%	*	-	-	-	-	89%	89%	-	89%	100%	88%	90%	_	*	-	*
	EL	60%	69%	89%	-	89%	-	-	-	-	-	88%	*	*	100%		92%	86%	-	-	-	-
	Male	74%	77%	86%	*	84%	*	-	-	-	-	80%	92%	67%	88%	92%		-	-	-	-	*
	Female			82%	*	83%	*	-	-	-	*	94%	71%	*	90%	86%		82%	-	*	-	*

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											Two or		Non									
		State	Distric	t Campus	Afr Amer	Hispanic	White	Amer Ind				Econ Disadv	Econ Disadv	/ CWD	смор	EL	Male	Female	Migran	t Homeless	Foster Care	
Grade 8				·		•													Ū			
Reading	All	84%	86%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Students CWD	47%	43%	*	-	_	-	-	-	-	_	_	*	*	_	-	*	_	_	_	-	_
	CWOD	88%	89%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	CWD	58%		*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
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	Male	84%		*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	89%	90%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	79%	84%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	_	-	-
	Students																					
	CWD CWOD	46% 83%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	55%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	_	-	-
		78%		*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	81%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Perce	nt at Ma	oto G	rado I	oval ar	Abov																	
Grade 3		013 0			-0046																	
Reading	All	44%	52%	52%	*	52%	40%	-	-	-	-	42%	63%	17%	57%	52%	48%	57%	*	-	*	*
	Students CWD	26%	27%	17%	-	17%	-		-	_	-	18%	*	17%	-	40%	11%	*	*	-	-	-
	CWOD			57%	*	58%	40%	-	-	-	-	49%	65%	-	57%		55%	59%	-	-	*	*
	EL	35%		52%	-	52%	- *	-	-	-	-	44%	60%	40%	54%		47%		*	-	*	-
	Male Female	41% 47%		48% 57%	*	48% 58%	*	-	-	-	-	33% 59%	70% 56%	11% *	55% 59%	47% 58%	48% -	- 57%	-	-	*	*
Mathematics	All	48%	53%	37%	*	39%	20%					36%	39%	17%	41%	35%	39%	34%	*		*	*
	Students							-	-	-	-		*							-		
	CWD CWOD	30% 50%		17% 41%	- *	17% 42%	- 20%	-	-	-	-	18% 41%	40%	17% -	- 41%		11% 45%		-	-	*	*
	EL	41%	47%	35%	-	35%	-	-	-	-	-	38%	33%	40%	35%	35%	32%	42%	*	-	*	-
	Male Female	49%		39% 34%	- *	39% 39%	*	-	-	-	-	36% 35%	43% 33%	11% *	45% 34%	32% 42%	39% -	- 34%	*	-	*	*
	i cinaic	4070	0070	0470		0070						0070	0070		0470	42 /0		0470				
Grade 4	A.II	400/	400/	400/		450/	500/					400/	470/	500/	400/	400/	500/	400/				
Reading	All Students	43%	40%	46%	-	45%	50%	-	-	-	-	46%	47%	50%	46%	43%	50%	43%	-	-	-	-
	CWD	24%		50%	-	50%		-	-	-	-	55%	*	50%	-		44%		-	*	-	-
	CWOD EL	46% 30%		46% 43%	-	44% 45%	50% *	-	*	-	-	43% 44%	48% 40%	- 57%	46% 38%		52% 38%		-	-	-	*
	Male			50%	-	46%	*	-	*	-	-	52%	47%	44%	52%		50%		-	_	-	*
	Female	46%	42%	43%	-	44%	33%	-	-	-	-	39%	47%	*	41%	50%	-	43%	-	*	-	*
Mathematics	All	46%	40%	35%	-	37%	25%	-	*	-	-	40%	29%	50%	33%	39%	48%	24%	-	*	-	*
	Students CWD	27%	26%	50%	_	50%	_	_	_	_	_	55%	*	50%	-	57%	44%	*	_	*	_	_
	CWOD			33%	-	34%	25%	-	*	-	-	35%	30%	-	33%		48%	21%	-	-	-	*
	EL	39%		39%	-	41%	*	-	-	-	-	44%	20%	57%	31%		46%		-	-	-	-
	Male Female	48% 45%		48% 24%	-	46% 28%	* 0%	-	-	-	-	52% 26%	40% 21%	44% *	48% 21%	46% 30%	48% -	- 24%	-	- *	-	*
							- / -															
Grade 5	ΔII	520/	53%	56%	*	550/	*				*	56%	56%	50%	57%	630/	59%	52%		*		*
Reading	All Students	53%	03%	56%		55%		-	-	-		00%	56%	50%	51%	03%	59%	JZ%	-		-	
	CWD			50%	*	50%	-	-	-	-	*	67%	*	50%	-	*	67%		-	-	-	*
	CWOD EL	56% 36%		57% 63%	*	56% 63%	-	-	-	-	-	54% 63%	59% *	-	57% 69%		58% 67%		-	*	-	-
	Male	50%		59%	*	56%	*	-	-	-	-	60%	58%	67%	58%		59%		-	-	-	*
	Female			52%	*	55%	*	-	-	-	*	50%	53%	*	55%	57%		52%	-	*	-	*
Mathematics	All	57%	58%	57%	*	56%	*	-	-	-	*	60%	54%	30%	60%	63%	63%	48%	-	*	-	*
	Students CWD			30%	*	25%					*	33%	*	30%	_	*	33%					*
										-		JJ /0		UU /0	-				-			

Grade 8

Science

 CWD
 31%

 CWOD
 60%

 EL
 46%

 Male
 56%

Female 57%

CWOD 50%

Female 45%

48%

27%

31%

50%

All

EL

Male

Students

CWD

28% 62% 52%

60%

57%

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					Afr			Ame				Econ									Foster	
Reading	All	State 53%		t Campus	Amer -	Hispanic V	Vhite -	Ind -	Asian -	lsi -	Races	Disadv -	Disadv	CWD	CWOD	EL -	Male	Female	Migrant H	omeless -	Care	Military -
Ū.	Students CWD	22%	17%	*									*	*			*					
	CWOD		58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	19%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	49%	53% 58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	55%	40%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWD	27%	27%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD		42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL Male	36% 52%	35% 38%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	99%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All	50%	57%	*	_	_	_	_	_	-	-	_	*	*	-	_	*	-	_	_	-	-
	Students																					
	CWD CWOD	23%	20% 60%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	EL	20%	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	50%	57%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female	9 50%	57%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
STAAR Percei	nt at Ma	sters	Grade	Level																		
Grade 3 Reading	ΔII	27%	33%	3.4%	*	34%	20%	_	_	_	_	26%	44%	8%	380/	350/	360/	31%	*		*	*
Reading	All Students	∠1 %0	JJ%	34%		J4 70	∠∪7⁄0	-	-	-	-	20%	44 %	070	38%	35%	36%	J170		-		
	CWD	10%	7%	8%	- *	8%	-	-	-	-	-	9%	*	8%	-	20%		*	*	-	-	-
	CWOD EL	29% 19%	36% 28%	38% 35%	-	38% 35%	20%	-	-	-	-	31% 31%	45% 40%	- 20%	38% 38%	38% 35%		31% 42%	-	-	*	-
	Male	24%	27%	36%	-	35%	*	-	-	-	-	30%	43%	0%	43%	32%	36%	-	*	-	*	*
	Female	29%	40%	31%	*	32%	*	-	-	-	-	18%	44%	*	31%	42%	-	31%	-	-	*	*
Mathematics	All	24%	30%	15%	*	15%	20%	-	-	-	-	16%	15%	0%	18%	13%	16%	14%	*	-	*	*
	Students	400/	F 0/	00/		00/						00/	*	00/		00/	00/	*	+			
	CWD CWOD	12% 25%	5% 33%	0% 18%	- *	0% 18%	- 20%	-	-	-	-	0% 21%	15%	0%	- 18%	0% 15%	0% 19%	16%	-	-	- *	- *
	EL	18%	27%	13%	-	13%	-	-	-	-	-	19%	7%	0%	15%	13%	11%	17%	*	-	*	-
	Male Female	26%	29% 32%	16% 14%	- *	15% 16%	*	-	-	-	-	18% 12%	13% 17%	0% *	19% 16%	11% 17%	16%	- 14%	*	-	*	*
	1 cmarc	. 22 /0	0270	1470		1070						1270	11 /0		1070	11 /0		11/0				
Grade 4		0.4.0/	400/			100/						000/	0.40/	00/	0.40/	00/	050/	400/				
Reading	All Students	21%	19%	22%	-	19%	38%	-		-	-	23%	21%	8%	24%	9%	25%	19%	-		-	
	CWD	8%	5%	8%	-	8%	-	-	-	-	-	9%	*	8%	-	0%	0%	*	-	*	-	-
	CWOD EL	23% 12%	21% 12%	24% 9%	-	21% 9%	38% *	-	-	-	-	27% 11%	21% 0%	- 0%	24% 13%	13% 9%	32% 8%	18% 10%	-	-	-	-
	Male	20%	17%	25%	-	19%	*	-	*	-	-	24%	27%	0%	32%	8%	25%	-	-	-	-	*
	Female	23%	22%	19%	-	19%	17%	-	-	-	-	22%	16%	*	18%	10%	-	19%	-	*	-	*
Mathematics	All	27%	22%	16%	-	16%	13%	-	*	-	-	17%	15%	17%	16%	13%	25%	7%	-	*	-	*
	Students												*					*				
	CWD CWOD	13% 29%		17% 16%	-	17% 16%	- 13%	-	*	-	-	18% 16%	15%	17% -	- 16%	0% 19%	11% 29%	5%	-	-	-	-
	EL	20%	17%	13%	-	14%	*	-	-	-	-	17%	0%	0%	19%	13%	15%	10%	-	-	-	-
	Male Female	29%		25% 7%	-	24% 8%	* 0%	-	*	-	-	24% 9%	27% 5%	11% *	29% 5%	15% 10%	25% -	- 7%	-	- *	-	*
	remaie	: 2070	1970	1 /0	-	0 /0	0 /0	-	-	-	-	9 /0	576		576	10 /0	-	1 /0	-		-	
Grade 5																						
Reading	All Students	29%	24%	23%	*	24%	*	-	-	-	*	22%	24%	20%	24%	21%	20%	27%	-	*	-	*
	CWD	9%	9%	20%	*	25%	-	-	-	-	*	33%	*	20%	-	*	17%	*	-	-	-	*
	CWOD EL	31% 14%		24% 21%	*	24% 21%	*	-	-	-	-	20% 19%	27%	- *	24% 19%		21% 25%	28% 14%	-	*	-	*
	Male	26%		20%	*	21%	*	-	-	-	-	24%	17%	17%	21%		20%	-	-	-	-	*
	Female	31%	28%	27%	*	28%	*	-	-	-	*	19%	35%	*	28%	14%	-	27%	-	*	-	*
Mathematics	All	36%	35%	32%	*	33%	*	_	_	-	*	35%	29%	10%	35%	32%	33%	30%	_	*	-	*
	Students																					
	CWD CWOD	14% 38%	6% 39%	10% 35%	* *	13% 35%	- *	-	-	-	*	17% 37%	* 32%	10%	- 35%	* 31%	0% 37%	* 31%	-	- *	-	*
	EL	38% 24%		35% 32%	-	35% 32%	-	-	-	-	-	37% 38%	32%	*	35% 31%		37% 42%	31% 14%	-	-	-	-
	Male	36%	36%	33%	*	34%	*	-	-	-	-	42%	25%	0%	37%	42%	33%	-	-	-	-	*
	Female	: 35%	34%	30%	Ŷ	31%	~	-	-	-	^	25%	35%	•	31%	14%	-	30%	-	^	-	•
Science	All	23%	26%	24%	*	23%	*	-	-	-	*	27%	22%	30%	24%	21%	24%	24%	-	*	-	*
	Students CWD	11%	11%	30%	*	25%	_	_	_	_	*	33%	*	30%	-	*	33%	*	_	_	_	*
	CWD			30% 24%	*	25% 23%	*	-	-	-	-	33% 26%	22%	-	- 24%	19%	33% 23%	24%	-	*	-	*
	EL	11%	20%	21%	-	21%	-	-	-	-	-	25%	*	*	19%	21%	25%	14%	-	-	-	-
	Male Female	25% 21%		24% 24%	*	22% 24%	*	-	-	-	- *	28% 25%	21% 24%	33% *	23% 24%	25% 14%	24% -	- 24%	-	- *	-	*
				-														-				
Grade 8 Reading	All	27%	28%	*	_	_		_	_	_	_	_	*	*	_	_	*	_	-		_	_
	Students				-	-	-	-	-	-	-	-			-	-		-	-	-	-	-
	CWD	7%	7%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD	30%	30%	-	-	-	-	-	-		-	-	-	-	-	-		-	-	-	-	-

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EL

Two

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

		5%	8%																			
	Male	24%	24%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Female		32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics		17%	7%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	Students CWD	9%	10%	*	_	-	-	-	_	-	-	-	*	*	-	_	*	_	-	_	-	-
	CWOD		7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	6%	4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	16%	7% 8%	-	-	-	-	-	-	-	-	-	_	_	-	-	_	-	-	-	-	-
Science	All Students	25%	30%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWD	10%	7%	*	-	-	-	-	-	-	-	-	*	*	-	-	*	-	-	-	-	-
	CWOD		32%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL Male	5% 25%	15% 34%	- *	-	-	-	-	-	-	-	-	- *	- *	-	-	- *	-	-	-	-	-
	Female		27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TAAR Perce	nt at An	nroac	hes Gi	rade I e	vel or A	Above																
All Grades	• •												.							(
All Subjects	All Students	77%	79%	80%	100%	79%	83%	-	*	-	*	76%	84%	43%	86%	78%	81%	78%	*	100%	*	80%
	CWD	46%	43%	43%	*	39%	-	-	-	-	*	44%	37%	43%	-		43%	42%	*	*	-	100%
	CWOD EL	81% 62%	83% 65%	86% 78%	100%	85% 78%	83%	-	-	-	-	84% 73%	87% 88%	- 45%	86% 86%	86% 78%		82% 82%	- *	-	*	71%
	Male	74%	76%	81%	100%	80%	100%	-	*	-	-	75%	89%	43%	89%	75%	81%	-	*	-	*	85%
	Female	80%	82%	78%	100%	79%	75%	-	-	-	*	79%	77%	42%	82%	82%	-	78%	-	100%	*	71%
Reading	All Students	73%	74%	81%	100%	81%	88%	-	*	-	*	76%	88%	43%	87%	78%	81%	82%	*	*	*	75%
	CWD	39%	33%	43%	*	41%	-	-	-	-	*	43%	43%	43%	-	47%	40%	50%	*	*	-	*
	CWOD		78%	87%	*	87%	88%	-	*	-	-	84%	91%	-	87%	86%		85%	-	*	*	67%
	EL Male	54% 69%	55% 69%	78% 81%	- *	78% 79%	100%	-	- *	-	-	72% 72%	91% 92%	47% 40%	86% 89%	78% 73%	73% 81%	86% -	*	-	*	- 80%
	Female		80%	82%	*	82%	82%	-	-	-	*	80%	83%	50%	85%	86%		82%	-	*	*	*
Mathematics		81%	83%	77%	100%	77%	75%	-	*	-	*	75%	79%	38%	83%	74%	80%	73%	*	*	*	88%
	Students CWD	53%	53%	38%	*	35%	-	-	-	-	*	41%	29%	38%	-	47%	38%	40%	*	*	-	*
	CWOD	84%	87%	83%	*	83%	75%	-	*	-	-	83%	83%	-	83%	81%	88%	76%	-	*	*	83%
	EL Male	72% 79%	75% 82%	74% 80%	- *	75% 79%	* 100%	-	- *	-	-	70% 76%	83% 86%	47% 38%	81% 88%		73% 80%	76% -	*	-	*	- 100%
	Female		85%	73%	*	74%	64%	-	-	-	*	73%	72%	40%	76%	76%	-	73%	-	*	*	*
Science	All Students	80%	83%	84%	*	84%	*	-	-	-	*	85%	83%	55%	89%	89%	86%	82%	-	*	-	*
	CWD	51%	47%	55%	*	50%	-	-	-	-	*	67%	40%	55%	-	*	71%	*	-	-	-	*
	CWOD	84%	86%	89%	*	88%	*	-	-	-	-	89%	89%	-	89%		88%	90%	-	*	-	*
	EL Male	61% 79%	69% 82%	89% 86%	- *	89% 84%	- *	-	-	-	-	88% 80%	* 92%	* 71%	100% 88%	89% 92%		86%	-	-	-	- *
	Female		84%	82%	*	83%	*	-	-	-	*	94%	92 % 71%	*	90%	92 % 86%		- 82%	-	*	-	*
TAAR Perce All Grades	nt at Me	ets G	rade L	evel or	Above																	
All Subjects	All Students	49%	49%	48%	64%	48%	46%	-	*	-	*	46%	50%	39%	49%	46%	51%	43%	*	100%	*	50%
		24%	20%	39%	*	35%	-	-	-	-	*	41%	32%	39%	-		39%	38%	*	*	-	67%
	CWOD EL	52% 29%	53% 32%	49% 46%	55%	50% 47%	46% *	-	-	-	-	47% 47%	52% 43%	- 45%	49% 46%		54% 47%	44% 45%	- *	-	*	43%
		47%	47%	51%	78%	49%	82%	-	*	-	-	48%	55%	39%	54%		51%	-	*	-	*	62%
	Female	52%	53%	43%	40%	46%	29%	-	-	-	*	42%	45%	38%	44%	45%	-	43%	-	100%	*	29%
Reading	All Students	47%	46%	52%	80%	51%	50%	-	*	-	*	47%	56%	40%	53%	52%	53%	50%	*	*	*	63%
	CWD	21%	17%	40%	*	38%	-	-	-	-	*	43%	29%	40%	-		40%	40%	*	*	-	*
	CWOD EL	50% 23%	49% 26%	53% 52%	*	53% 53%	50% *	-	*	-	-	49% 50%	58% 57%	- 47%	53% 53%		55% 50%	51% 55%	-	*	*	50%
	Male	43%	42%	52%	- *	53% 50%	80%	-	*	-	-	50% 47%	60%	40%	55%		50% 53%	- 55%	*	-	*	80%
	Female	51%	51%	50%	*	52%	36%	-	-	-	*	48%	52%	40%	51%	55%		50%	-	*	*	*
Mathematics		51%	51%	43%	60%	44%	31%	-	*	-	*	44%	42%	35%	44%	44%	50%	35%	*	*	*	50%
	Students CWD	26%	23%	35%	*	32%	_	_	_	_	*	37%	29%	35%	-	47%	33%	40%	*	*	-	*
	CWOD	54%	54%	44%	*	46%	31%	-	*	-	-	46%	43%	-	44%	43%	53%	34%	-	*	*	50%
	EL Malo	37%	38%	44%	- *	44%	*	-	-	-	-	50%	30%	47% 33%	43% 53%		48%	38%	*	-	*	-
	Male Female	50% 51%	50% 52%	50% 35%	*	48% 38%	80% 9%	-	-	-	- *	51% 34%	48% 35%	33% 40%	53% 34%	48% 38%	50% -	- 35%	-	- *	*	60% *
Science	All	53%	56%	52%	*	50%	*	-	-	-	*	46%	57%	45%	53%		52%	52%	-	*	-	*
	Students CWD	25%	22%	45%	*	38%	_	_	-	_	*	50%	40%	45%	-	*	57%	*	_		_	*
	CWD			45% 53%	*	38% 52%	*	-	-	-	-	50% 46%	40% 59%	45% -	- 53%	31%	57% 51%	55%	-	*	-	*
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Two or

Non Pac More Econ Econ

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

	Male Female	26% 53% 53%	32% 55% 57%	32% 52% 52%	- * *	32% 49% 52%	- * *	- -	- -	- -	- - *	31% 44% 50%	* 60% 53%	* 57% *	31% 51% 55%	32% 33% 29%	33% 52% -	29% - 52%	- -	- - *	- - -	- * *
STAAR Perce	nt at Ma	sters	Grade	Level																		
All Grades																						
All Subjects	All Students	23%	22%	24%	21%	24%	29%	-	*	-	*	23%	25%	15%	25%		26%	21%	*	40%	*	20%
	CWD	8%	6%	15%	*	13%	-	-	-	-	*	15%	16%	15%	-	12%	11%	25%	*	*	-	17%
			24%	25%	18%	25%	29%	-	*	-	-	25%	26%	-	25%	23%	29%	21%	-	*	*	21%
	EL	11%	13%	21%	-	21%	*	-	-	-	-	22%	16%	12%	23%	21%		18%	*	-	*	-
	Male	22%	21%	26%	11%	25%	64%	-	*	-	-	27%	25%	11%	29%		26%	-	*	-	*	31%
	Female	24%	24%	21%	40%	22%	13%	-	-	-	*	18%	25%	25%	21%	18%	-	21%	-	40%	*	0%
Reading	All Students	20%	18%	27%	20%	26%	31%	-	*	-	*	24%	30%	11%	29%	23%	27%	25%	*	*	*	25%
	CWD	7%	5%	11%	*	13%	-	-	-	-	*	14%	0%	11%	-	13%	4%	30%	*	*	-	*
	CWOD	22%	20%	29%	*	29%	31%	-	*	-	-	26%	32%	-	29%	26%	32%	25%	-	*	*	33%
	EL	8%	10%	23%	-	24%	*	-	-	-	-	20%	30%	13%	26%	23%	23%	24%	*	-	*	-
	Male	17%	15%	27%	*	26%	60%	-	*	-	-	27%	29%	4%	32%	23%	27%	-	*	-	*	40%
	Female	23%	21%	25%	*	26%	18%	-	-	-	*	20%	31%	30%	25%	24%	-	25%	-	*	*	*
Mathematics	s All Students	26%	26%	21%	20%	21%	19%	-	*	-	*	22%	21%	12%	23%	18%	25%	16%	*	*	*	13%
	CWD	11%	6%	12%	*	10%	-	-	-	-	*	11%	14%	12%	-	7%	8%	20%	*	*	-	*
	CWOD	28%	28%	23%	*	23%	19%	-	*	-	-	24%	21%	-	23%	21%	28%	16%	-	*	*	17%
	EL	16%	17%	18%	-	18%	*	-	-	-	-	24%	4%	7%	21%	18%	20%	14%	*	-	*	-
	Male	25%	25%	25%	*	24%	60%	-	*	-	-	27%	22%	8%	28%	20%	25%	-	*	-	*	20%
	Female	26%	27%	16%	*	18%	0%	-	-	-	*	14%	19%	20%	16%	14%	-	16%	-	*	*	*
Science	All Students	24%	26%	25%	*	23%	*	-	-	-	*	27%	24%	36%	24%	21%	26%	24%	-	*	-	*
	CWD	8%	9%	36%	*	25%	-	-	-	-	*	33%	40%	36%	-	*	43%	*	-	-	-	*
	CWOD	26%	27%	24%	*	23%	*	-	-	-	-	26%	22%	-	24%	19%	23%	24%	-	*	-	*
	EL	7%	13%	21%	-	21%	-	-	-	-	-	25%	*	*	19%	21%	25%	14%	-	-	-	-
	Male	25%	27%	26%	*	22%	*	-	-	-	-	28%	24%	43%	23%	25%	26%	-	-	-	-	*
	Female	23%	24%	24%	*	24%	*	-	-	-	*	25%	24%	*	24%	14%	-	24%	-	*	-	*

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

2 Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	60	*	60	72	-	*	-	*	66	67	66
CWD	67	-	64	-	-	-	-	*	67	67	88
CWOD	59	*	59	72	-	*	-	-	66	-	59
EL	66	-	65	*	-	-	-	-	74	88	66
Male	59	*	60	*	-	*	-	-	66	56	65
Female	61	*	59	71	-	-	-	*	67	83	67
Mathematics											
All Students	69	*	71	61	-	*	-	*	74	75	72
CWD	75	-	80	-	-	-	-	*	77	75	67
CWOD	69	*	69	61	-	*	-	-	73	-	73
EL	72	-	74	*	-	-	-	-	77	67	72
Male	72	*	72	*	-	*	-	-	82	80	74
Female	66	*	68	50	-	-	-	*	63	67	69

Part (iii)(II): Graduation Rate

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

							Iwo					
							or					
	All Students	African American Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disady	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates	Students	American mispanic	winte	mulan	Asiaii	Islander	Naces	DISauv	CWD		Tomeless	Care

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

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

. . Indicates there are no students in the group.

יאי 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
134	43	32%

י^י Indicates data reporting does not meet for Minimum Size.

- 1*1 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		African American nain Score	•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	51	62	50	53	-	*	-	*	48	32	48
School Quality (College, Career,	and Military	y Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

. . Indicates there are no students in the group.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	Ν
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		Ν						Ν	Ν	Ν

English Learner Language Proficiency Status

Interim Goals (2018-2022)

36%

2/28/2020	2018-19 Federal Report Card										
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											Y 38% Y 40% Y 40% Y
Federal Graduation Status [^]											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+' 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.

יאי 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 Americar	n Hispanic		American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate	•		•													U
All Subjects	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	*	99%	-	-	-	-	*	98%	100%	99%	-	100%	98%	100%	*
	CWOD	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%		100%	*
	Male	100%	100%	100%	100%	-	*	-	-	99%	100%	98%	100%	100%	100%	-	*
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	-	-	-	-	*	100%	100%	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	100%		100%	-
	EL	100%	_	100%	*	_	-	-	-	100%	100%	100%	100%	100%		100%	*
	Male	100%	*	100%	100%	_	*	-	-	100%	100%	100%	100%		100%	-	*
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	s All Students	100%	100%	100%	100%	-	*	-	*	99%	100%	97%	100%	100%	99%	100%	*
	CWD	97%	*	97%	-	_	-	-	*	96%	100%	97%	-	100%	96%	100%	*
	CWOD	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	100%		100%	-
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%		100%	*
	Male	99%	*	99%	100%	_	*	_	-	99%	100%	96%	100%	100%	99%	-	*
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	_	_	_	_	*	100%	100%	100%	_	*	100%	*	_
	CWD	100%	*	100%	*	-	-	-		100 %	100 %	-	100%	100%		100%	-
	EL	100%		100%						100%	*	*	100%		100%	100%	
	Male	100%	*	100%	*	-	-	-	-	100 %	100%	100%	100 %	100%		100 /0	-
	Female	100%	*	100%	*				*	100%	100%	*	100%	100%	-	100%	
Non-Participati		100 /8		100 /0		-	-	-		100 /8	100 /8		100 /0	100 /0	-	100 /0	-
All Subjects	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	*	1%	-	-	-	-	*	2%	0%	1%	-	0%	2%	0%	*
	CWOD	0%	0%	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	*	-	-	1%	0%	2%	0%	0%	0%	-	*
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	-	-	-	-	*	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	-	*	-	*	1%	0%	3%	0%	0%	1%	0%	*
	Students																
	CWD	3%	*	3%	-	-	-	-	*	4%	0%	3%	-	0%	4%	0%	*
	CWOD	0%	*	0%	0%	-	*	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	1%	*	1%	0%	-	*	-	-	1%	0%	4%	0%	0%	1%	-	*
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	*	0%	-	-	-	-	*	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	*	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	s			-							
In-School Suspensions											
	Male	2	0	2	0	0	0	0	0	0	
	Female	2	0	2	0	0	0	0	0	2	
	Total	4	0	4	0	0	0	0	0	2	
Out-of-School Suspensions					•					•	
	Male	4	0	4	0	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	
Evendeiene	Total	4	0	4	0	0	0	0	0	2	
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0	
With Educational Services	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 Policies	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	
School-Related Arrests				_							
	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	
Referrals to Law Enforcement		0	0	0	•	0	0	0	0	~	
	Male	0 0	0	0	0 0	0 0	0	0	0 0	0 0	
	Female Total	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	0	0	0	0	0	0	0	0	0	0
	Female	Ő	0 0	õ	õ	Ő	Ő	Ő	0 0	Õ	ő
	Total	Ő	Ő	Ő	Õ	Õ	Õ	Õ	Õ	Õ	õ
Out-of-School Suspensions		-	-	-	-	-	-	-	-	-	-
	Male	2	0	2	0	0	0	0	0	0	2
	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	0	2	0	0	0	0	0	0	2
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational	Male	0	0	0	0	0	0	0	0	0	0
Services											
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=pe... 9/13

Under Zero Tolerance Male	Total students 0	African American 0	Hispanic 0	White 0	Indian or Alaska Native 0	Asian 0	Pacific Islander 0	Two or More Races 0	EL 0	Students with Disabilities	Students with Disabilities (Section 5 504) 0
Policies	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 0
School-Related Arrests	0	0	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
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 All Students	0	0	0	0	0	0	0	0	0		0
Chronic Absenteeism											
Male	19	0	17	2	0	0	0	0	5	2	2
Female	25	0	23	2	0	0	0	0	5	2	2
Total	44	õ	40	4	Ő	Ő	0	Ő	10	4	4
Incidents of Violence Incidents of rape or attempted rape Incidents of sexual assault (other than Incidents of robbery with a weapon Incidents of robbery without a weapon Incidents of physical attack or fight with Incidents of threats of physical attack w Incidents of threats of	xplosive device n a weapon n a firearm or explo- nout a weapon vith a weapon vith a firearm or ex vithout a weapon										Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
On the basis of sexual orientation On the basis of religiion											0 0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										_	
	Male	22	0	20	2	0	0	0	0	5	2
	Female	23	0	23	0	0	0	0	0	5	0
	Total	45	0	43	2	0	0	0	0	10	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.7	Percent 10.0%
Teachers Teaching with Emergency or Provisional Credentials	3.8	10.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.7	2.0%

'-' 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 nonpersonnel 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%	7	2%	*	2%
Mathematics	5,880	1%	7	2%	*	2%
Grade 4 Reading	6,312	2%	9	2%	6	7%
Mathematics	6,311	2%	9	2%	6	7%
Grade 5 Reading	6,133	1%	7	1%	*	5%
Mathematics	6,131	1%	6	1%	*	4%
Science	6,133	1%	7	1%	*	5%
Grade 6 Reading	6,038	1%	*	0%	-	-
Mathematics	6,036	1%	*	0%	-	-
Grade 7 Reading	5,616	1%	7	2%	-	-
Mathematics	5,616	2%	7	2%	-	-
Grade 8 Reading	5,251	1%	6	1%	*	100%
Mathematics	5,254	2%	6	2%	*	100%
Science	5,250	1%	6	1%	*	100%
End of Course English I	5,150	1%	7	1%	-	-
English II	4,680	1%	6	1%	-	-
Algebra I	5,122	1%	7	1%	-	-
Biology	4,954	1%	6	1%	-	-
All Grades All Subjects	101,751	1%	114	1%	30	5%
Reading	45,064	1%	51	1%	13	5%
Mathematics	40,350	1%	44	1%	12	5%
Science	16,337	1%	19	1%	5	6%

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

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

'-' Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belo	w Basic	% At or Al	bove Basic	Profi	cient	% At Ac	lvanced
Grade	Subject	Student Group	ТΧ	US	тх	US	тх	US	тх	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
	0	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	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.