Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: CONGRESSMAN SILVESTRE & CAROLINA SCHOOL Campus ID: 071907106 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	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
LETTOGIOUO	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Pater	4-Year Longitudinal Rate^											
Graduation Rate.	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

" 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

(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)

		State	District	Comput	Afr	r Uiononi		Amer				Econ		CMD	CWOD	-	Mala	Fomolo	Migropt	Homeless	Foste	
				•			c winte	ma	Asidi	151	Races	Disauv	DISauv	CWD	CWOD	EL	Wale	remaie	wiigrant	nomeiess	Care	wintary
STAAR Perc	cent at Ap	proac	cnes G	rade Lev	veloi	r Above																
Grade 3 Reading	A II	75%	80%	88%	*	86%	100%		*		*	84%	91%	40%	91%	84%	87%	90%				100%
Reading	All Students	15%	80%	00%		80%	100%	-		-		84%	91%	40%	91%	84%	81%	90%	-	-	-	100%
	CWD	49%	43%	40%	_	*	_	_	*	_	_	*	*	40%	_	*	*	*	_	_	_	_
	CWOD		84%	91%	*	89%	100%	-	*	-	*	85%	95%	-070	91%	88%	90%	93%	-	-	-	100%
	EL	69%	77%	84%	-	83%	-	_	*	_	-	79%	89%	*	88%	84%	83%	87%	_	_	_	-
	Male	73%	75%	87%	*	83%	*	_	*	_	*	76%	94%	*	90%	83%	87%	-	_	_	_	*
	Female		87%	90%	-	89%	*	-	*	-	-	94%	88%	*	93%	87%	-	90%	-	-	-	*
Mathemati		78%	80%	93%	*	91%	100%		*		*	89%	95%	40%	96%	89%	90%	95%				100%
Mathemati	Students	1070	00%	93%		9170	100%	-		-		09%	95%	40%	90%	09%	90%	95%	-	-	-	100%
	CWD	52%	43%	40%		*			*			*	*	40%		*	*	*				
	CWOD		84%	96%	*	95%	100%	-	*	-	*	91%	98%	-070	96%	94%	94%	98%	-		-	100%
	EL	75%	77%	89%		89%	- 100 /0		*		_	89%	89%	*	94%	89%	91%	87%	_	_		100 /0
	Male	78%	80%	90%	*	88%	*	_	*	_	*	86%	94%	*	94%	91%	90%	-	_	_	_	*
	Female		82%	95%	-	95%	*	-	*	-	-	94%	96%	*	98%	87%	-	95%	-	-	-	*
Crada 1																						
Grade 4 Reading	All	74%	75%	93%	*	92%	*	-	*	-	-	91%	95%	*	94%	89%	94%	92%	-	*	-	*
5	Students			*									*					*				
	CWD	44%	45%		-	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~		-	-	-	-			*	-	· · · · ·	· · · · ·		-	-	-	-
	CWOD		79%	94%	_	94%	•	-	*	-	-	91%	97%	-	94%	94%	97%	92%	-	Ŷ	-	^
	EL	64%	70%	89%	-	88% 92%	-	-	*	-	-	100%	60%	*	94%	89%	75% 94%	100%	-	-	-	-
	Male Female	71%	74% 77%	94% 92%		92% 92%	*	-		-	-	100% 87%	90% 100%	*	97% 92%	75% 100%		- 92%	-	-	-	*
	remale	1170	1170	92 %	-	9270		-	-	-	-	0170	100%		9270	100%	-	92%	-		-	
Mathemati		74%	75%	85%	*	83%	*	-	*	-	-	77%	92%	*	86%	89%	94%	77%	-	*	-	*
	Students CWD	460/	600/	*		*	*					*	*	*		*	*	*				
	CWD	46%	62%	86%	-	84%	*	-	- *	-	-	79%	91%		- 86%	94%	94%	79%	-	-	-	- *
	EL	69%	76% 74%	89%		88%		-	*	-	-	85%	100%	*	94%	94 % 89%	94 % 100%	80%	-		-	
	Male	74%	74%	94%	*	92%	*	-	*	-	-	92%	95%	*	94 % 94%	100%		00 /0	-	-	-	*
	Female		75%	77%	-	76%	*	-	-	-	-	70%	88%	*	79%	80%		77%	-	*	-	*
Grade 5																						
Reading	All	86%	91%	94%	*	94%	89%	-	*	-	*	90%	96%	80%	95%	79%	91%	96%	-	*	-	89%
	Students																					
	CWD	55%	64%	80%	-	*	*	-	-	-	-	*	*	80%	-	*	*	*	-	*	-	-
	CWOD		94%	95%		95%	88% *	-	*	-	*	92%	96%	-	95%	82%	90%	98%	-	-	-	89%
	EL	77%	86%	79%	-	82%	*	-	•	-	-	75%	86%	*	82%	79%	67%	85%	-	-	-	-
	Male	83%	87%	91%	*	93%		-	-	-		91%	91%		90%	67%	91%	-	-		-	4000/
	Female	88%	95%	96%		95%	100%	-		-	-	89%	100%		98%	85%	-	96%	-	-	-	100%
Mathemati		89%	92%	96%	*	97%	89%	-	*	-	*	97%	96%	100%	96%	84%	94%	98%	-	*	-	100%
	Students	000	700/	4000/		*	*						*	4000								
	CWD	68%	76%	100%	-			-	-	-	-	<u>,</u>		100%	-	*	· · · ·	<u> </u>	-	*	-	-
	CWOD		94%	96%		97%	88%	-	*	-	*	96%	96%	-	96%	82%	94%	98%	-	-	-	100%
	EL	85%	87%	84%	-	88%	*	-		-	-	92%	71%	*	82%	84%	67% 94%	92%	-	-	-	-
	Male	88%	93%	94%	*	96%		-	-	-		91%	96%	*	94%	67%		-	-		-	
	Female	90%	91%	98%	^	98%	100%	-	•	-	-	100%	97%		98%	92%	-	98%	-	-	-	100%
Science	All	74%	77%	86%	*	87%	89%	-	*	-	*	79%	90%	60%	88%	68%	85%	87%	-	*	-	100%
	Students CWD	45%	43%	60%	-	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	*	-	-
	CWOD		81%	88%	*	89%	88%	-	*	-	*	84%	90%	-	88%	71%	87%	89%	-	-	-	100%
	EL	60%	69%	68%	-	71%	*	-	*	-	-	67%	71%	*	71%	68%	67%	69%	-	-	-	-
	Male	74%	77%	85%	*	86%	*	-	-	-	*	82%	87%	*	87%	67%	85%	-	-	*	-	*
	Female			87%	*	88%	100%	-	*	-	-	78%	93%	*	89%	69%	-	87%	-	-	-	100%

Two

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

Reading	All	44%	52%	65%	*	65%	57%	-	*	-	*	46%	77%	20%	67%	66%	60%	71%	-	-	_	67%
Reading	Students	44 /0		05 %			57 /0	-		-		40 /0			07 /0	00 /0	00 /6	/ 1 /0	-	-	-	077
	CWD	26%	27%	20%	- *	*	-	-	*	-	-	*	*	20%	-	*	*	*	-	-	-	-
	CWOD EL	46% 35%	55% 51%	67% 66%	_	68% 66%	57% -	-	*	-	_	47% 47%	80% 84%	- *	67% 71%	71% 66%	63% 61%	73% 73%	-	-	-	679
	Male	41%	48%	60%	*	57%	*	-	*	-	*	33%	77%	*	63%	61%	60%	-	-	-	-	*
	Female		58%	71%	-	73%	*	-	*	-	-	63%	77%	*	73%	73%	-	71%	-	-	-	*
Mathematic		48%	53%	78%	*	75%	100%	-	*	-	*	68%	84%	40%	80%	71%	77%	79%	-	-	-	100
	Students CWD	30%	25%	40%	-	*	_	_	*	_	_	*	*	40%	_	*	*	*	_	_	_	_
	CWOD		56%	80%	*	77%	100%	_	*	_	*	68%	87%	-070	80%	74%	79%	80%	_	-	_	100
	EL	41%	47%	71%	-	69%	-	-	*	-	-	63%	79%	*	74%	71%	74%	67%	-	-	-	-
	Male	49%	50%	77%	*	74%	*	-	*	-	*	62%	87%	*	79%	74%	77%	-	-	-	-	*
	Female	46%	58%	79%	-	76%	*	-	*	-	-	75%	81%	*	80%	67%	-	79%	-	-	-	*
Grade 4																						
Reading	All	43%	40%	54%	*	48%	*	-	*	-	-	40%	68%	*	55%	44%	58%	51%	-	*	-	*
	Students	0.40/	000/	*										•								
	CWD CWOD	24% 46%	26% 41%	55%	*	50%	*	-	*	-	-	41%	69%	_	- 55%	50%	58%	53%	-	-	-	-
	EL	30%	34%	44%	-	41%	-	-	*	-	-	38%	60%	*	50%	44%	63%	30%	-	-	_	-
	Male	41%	38%	58%	*	46%	*	-	*	-	-	50%	62%	*	58%	63%	58%	-	-	-	-	*
	Female	46%	42%	51%	-	50%	*	-	-	-	-	35%	75%	*	53%	30%	-	51%	-	*	-	*
Mathematic	s All	46%	40%	60%	*	56%	*	-	*	-	-	49%	70%	*	62%	50%	73%	49%	-	*	-	*
	Students														JE /0	2070	. 0 /0					
	CWD	27%	26%	*	-	*	*	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		41%	62%	*	58%	*	-	*	-	-	50%	74%	-	62%	56%	77%	50%	-	*	-	*
	EL Male	39% 48%	35% 44%	50% 73%	- *	47% 69%	-	-	*	-	-	46% 75%	60% 71%	*	56% 77%	50% 75%	75% 73%	30%	-	-	-	-
	Female		36%	49%	-	47%	*	-	-	-	-	35%	69%	*	50%	30%	-	49%	-	*	-	*
Grade 5 Reading	All	53%	53%	73%	*	74%	78%	_	*	_	*	62%	79%	40%	75%	47%	74%	72%	_	*	_	789
Reaulity	Students	5576	5576	13/0		1470	10/0	-		-		02 /0	1970	40 /0	1570	41 /0	/ 4 /0	12/0	-		-	70
	CWD	27%	29%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	*	-	-
	CWOD		56%	75%	*	77%	75% *	-	*	-	*	68%	78%	- *	75%	53%	74%	76%	-	-	-	789
	EL Male	36% 50%	47% 51%	47% 74%	- *	47% 75%	*	-	^	-	-	42% 73%	57% 74%	*	53% 74%	47% 33%	33% 74%	54%	-	-	-	-
	Female		56%	72%	*	73%	80%	-	*	-	-	56%	83%	*	76%	53 <i>%</i>	-	- 72%	-	-	-	80%
Mathematic	s All Students	57%	58%	65%	*	65%	67%	-	*	-	*	66%	65%	40%	67%	32%	71%	62%	-	*	-	78%
	CWD	31%	28%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	*	-	-
	CWOD		62%	67%	*	67%	63%	-	*	-	*	72%	65%	-	67%	35%	71%	64%	-	-	-	789
	EL	46%	52%	32%	-	29%	*	-	*	-	- *	33%	29%	*	35%	32%	33%	31%	-	-	-	-
	Male Female	56% 57%	60% 57%	71% 62%	*	71% 60%	80%	-	*	-	_	82% 56%	65% 66%	*	71% 64%	33% 31%	71% -	- 62%	-	_	-	80
	i cinaic	01 /0	01 /0	02 /0		0070	0070					0070	0070		0470	0170		02 /0				007
Science	All Students	48%	51%	67%	*	65%	89%	-	*	-	*	55%	73%	40%	68%	26%	76%	60%	-	*	-	899
	CWD	27%	25%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	*	-	-
	CWOD		54%	68%	*	67%	88%	-	*	-	*	60%	73%	-	68%	29%	77%	62%	-	-	-	899
	EL	31%	39%	26%	-	29%	*	-	*	-	-	25%	29%	*	29%	26%	33%	23%	-	-	-	-
	Male Female	50% 45%	53% 49%	76% 60%	*	75% 58%	100%	-	- *	-	_	82% 39%	74% 72%	*	77% 62%	33% 23%	76%	- 60%	-	_	-	100
	i emaie	4070	4370	0078		50 /0	100 /0	-		-	-	3370	12/0		0270	2070	-	0070	-	-	-	100
AAR Perce	ent at Ma	sters	Grade	Level																		
Grade 3 Reading	All	27%	33%	46%	*	46%	57%		*		*	16%	65%	0%	48%	45%	40%	52%				509
Reauling	Students	21 /0	5570	40 /0		40 /0	57 /6	-		-		10 /0	0570	0 /0	40 /0	4070	40 /0	JZ /0	-	-	-	50
	CWD	10%	7%	0%	-	*	-	-	*	-	-	*	*	0%	-	*	*	*	-	-	-	-
	CWOD		36%	48%	*	48%	57%	-	*	-	*	18%	67%	-	48%	50%	44%	54%	-	-	-	509
	EL Male	19% 24%	28% 27%	45% 40%	-	46% 40%	- *	-	*	-	-	26% 10%	63% 61%	*	50% 44%	45% 39%	39% 40%	53%	-	-	-	-
	Female		40%	40% 52%	-	40% 51%	*	-	*	-	-	25%	69%	*	44 % 54%	53%	40%	- 52%	-	-	-	*
Mathematic		24%	30%	51%	*	49%	71%	-	*	-	*	32%	63%	20%	53%	47%	50%	52%	-	-	-	339
	Students CWD	12%	5%	20%	_	*	-	_	*	_		*	*	20%	_	*	*	*	_	_	_	_
	CWOD		33%	53%	*	52%	71%	-	*	-	*	32%	65%	- 2070	53%	50%	52%	54%	-	-	-	339
	EL	18%	27%	47%	-	46%	-	-	*	-	-	32%	63%	*	50%	47%	48%	47%	-	-	-	-
	Male	26%	29% 32%	50% 52%	*	48% 51%	*	-	*	-	*	29% 38%	65% 62%	*	52%	48% 47%	50% -	- 52%	-	-	-	*
	Female	22 70	JZ /0	JZ /0	-	5170		-		-	-	50%	UZ 70		54%	- 170	-	JZ /0	-	-	-	
Grade 4																						
Reading	All	21%	19%	35%	*	33%	*	-	*	-	-	26%	43%	*	36%	39%	33%	36%	-	*	-	*
	Students CWD	8%	5%	*	F	*	*	_	-	-	-	*	*	*	-	*	*	*	_	_	_	
	CWD		5% 21%	36%	*	34%	*	-	*	-	-	26%	46%	-	- 36%	44%	35%	37%	-	*	-	-
	EL	12%	12%	39%	-	35%	-	-	*	-	-	38%	40%	*	44%	39%	50%	30%	-	-	-	-
	Male	20%	17%	33%	*	31%	*	-	*	-	-	25%	38%	*	35%	50%	33%	-	-	-	-	*
	Female		22%	36%	-	34%						26%	50%		37%	30%		36%				*

 $https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=pe... 3/12$

2/28/2020										201	8-19 Fe	ederal l	Report	Card								
					Afr			Amer			Two or More										Foster	
		State	District	Campus	Amer	Hispani	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	FemaleN	ligrant	Homeless	Care	Military
Mathematics	All Students	27%	22%	40%	*	36%	*	-	*	-	-	31%	49%	*	42%	33%	45%	36%	-	*	-	*
	CWD CWOD	13%	10% 23%	* 42%	- *	* 37%	*	-	- *	-	-	* 32%	* 51%	*	- 42%	* 38%	* 48%	* 37%	-	-	-	-
	EL	20%	17%	33%	-	29%	-	-	*	-	-	31%	40%	*	38%	33%	50%	20%	-	-	-	-
	Male Female	29% 25%	24% 19%	45% 36%	*	38% 34%	*	-	-	-	-	42% 26%	48% 50%	*	48% 37%	50% 20%	45% -	- 36%	-	- *	-	*
Grade 5																						
Reading	All	29%	24%	40%	*	40%	44%	-	*	-	*	31%	44%	0%	42%	16%	35%	43%	-	*	-	33%
	Students CWD	9%	9%	0%	_	*	*	-	-	-	_	*	*	0%	_	*	*	*	-	*	-	-
	CWOD	31%	26%	42%	*	42%	50% *	-	*	-	*	36%	45%	- *	42%	18%	39%	44%	-	-	-	33%
	EL Male	14% 26%	17% 22%	16% 35%	- *	18% 39%	*	2	-	-	*	25% 36%	0% 35%	*	18% 39%	16% 17%	17% 35%	15% -	-	-	-	-
	Female	31%	28%	43%	*	40%	80%	-	*	-	-	28%	52%	*	44%	15%	-	43%	-	-	-	40%
Mathematics	All	36%	35%	47%	*	49%	33%	-	*	-	*	34%	54%	0%	50%	21%	53%	43%	-	*	-	56%
	Students CWD	14%	6%	0%	_	*	*	_	_	_	_	*	*	0%	_	*	*	*	_	*	_	_
	CWOD	38%	39%	50%	*	52%	38%	-	*	-	*	40%	55%	-	50%	24%	58%	44%	-	-	-	56%
	EL Male	24% 36%	28% 36%	21% 53%	- *	18% 61%	*	-	*	-	- *	17% 55%	29% 52%	*	24% 58%	21% 33%	33% 53%	15%	-	- *	-	- *
	Female		34%	43%	*	40%	60%	-	*	-	-	22%	55%	*	44%	15%	-	43%	-	-	-	60%
Science	All	23%	26%	42%	*	41%	56%	-	*	-	*	38%	44%	40%	42%	16%	59%	30%	-	*	-	56%
	Students					*	*						*		,.							
	CWD CWOD	11% 25%	11% 28%	40% 42%	- *	* 42%	* 50%	-	- *	-	- *	* 40%	* 43%	40% -	- 42%	* 18%	* 58%	31%	-	-	-	- 56%
	EL	11%	20%	16%	- *	18%	*	-	*	-	-	17%	14%	*	18%	16%	33%	8%	-	-	-	-
	Male Female	25% 21%	28% 24%	59% 30%	*	57% 30%	40%	-	- *	-	-	73% 17%	52% 38%	*	58% 31%	33% 8%	59% -	- 30%	-	-	-	60%
STAAR Percer All Grades							0.4%		100%		100%	070/	0.49/	65%	02%	0.40/	00%	019/		060/		06%
All Subjects	All Students	77%	79%	91%	93%	90%	94%	-	100%	-	100%	87%	94%	65%	92%	84%	90%	91%	-	86%	-	96%
	CWD CWOD	46% 81%	43% 83%	65% 92%	- 93%	54% 92%	100% 93%	2	* 100%	-	- 100%	70% 88%	55% 95%	65% -	- 92%	56% 87%	71% 92%	50% 92%	-	*	-	- 96%
	EL	62%	65%	84%	-	85%	*	-	100%	-	-	84%	84%	56%	87%	84%	83%	85%	-	-	-	-
	Male Female	74% 80%	76% 82%	90% 91%	100%	90% 90%	88% 100%	-	100% 100%	-	100% -	87% 86%	92% 95%	71% 50%	92% 92%	83% 85%	90% -	- 91%	-	*	-	95% 96%
Reading	All Students	73%	74%	91%	100%	91%	95%	-	100%	-	*	88%	94%	62%	93%	84%	90%	93%	-	*	-	94%
	CWD	39%	33%	62%	-	50%	*	-	*	-	-	75%	40%	62%	-	50%	67%	*	-	*	-	-
	CWOD EL	78% 54%	78% 55%	93% 84%	100%	93% 84%	94% *	-	100% 100%	-	-	89% 84%	96% 84%	- 50%	93% 88%	88% 84%	92% 78%	94% 89%	-	*	-	94%
	Male	69%	69%	90%	100%	89%	91%	-	*	-	*	86%	92%	67%	92%	78%	90%	-	-	*	-	89%
	Female		80%	93%	*	92%	100%	-	*	-	-	89%	96%	*	94%	89%	-	93%	-	*	-	100%
Mathematics	Students	81%	83%	91%	100%		95% *	-	100%	-	*	87%	95%	69%	93%		92%	91% *	-	*	-	94%
	CWD CWOD	53% 84%	53% 87%	69% 93%	- 100%	60% 92%	94%	2	100%	-	*	75% 88%	60% 96%	69% -	- 93%	63% 91%	78% 94%	92%	-	*	-	- 94%
	EL Male	72% 79%	75% 82%	88% 92%	- 100%	88% 92%	* 91%	-	100%	-	-	89% 89%	87% 95%	63% 78%	91% 94%	88% 89%	89% 92%	87% -	-	-	-	- 100%
	Female		85%	92% 91%	100%	92% 90%	100%	-	*	-	-	89% 86%	95% 94%	/ O 70 *	94 <i>%</i> 92%	89% 87%	92%	- 91%	-	*	-	89%
Science	All Students	80%	83%	86%	*	87%	89%	-	*	-	*	79%	90%	60%	88%	68%	85%	87%	-	*	-	100%
	CWD	51%	47%	60%	- *	*	*	-	-	-	-	*	*	60%	-	*	*	*	-	*	-	-
	CWOD EL	84% 61%	86% 69%	88% 68%	-	89% 71%	88% *	-	*	-	-	84% 67%	90% 71%	- *	88% 71%	71% 68%	87% 67%	89% 69%	-	-	-	100%
	Male	79%	82%	85%	*	86%	*	-	-	-	*	82%	87%	*	87%	67%	85%	-	-	*	-	*
	Female	81%	84%	87%	Ŷ	88%	100%	-	•	-	-	78%	93%	î	89%	69%	-	87%	-	-	-	100%
STAAR Percer All Grades	nt at Me	ets G	rade Lo	evel or A	Above)																
All Subjects	All Students	49%	49%	66%	57%	64%	80%	-	85%	-	100%	55%	74%	32%	68%	53%	69%	64%	-	29%	-	76%
	CWD	24%	20%	32%	-	17%	80%	-	*	-	-	30%	36%	32%	-	17%	48%	0%	-	*	-	_
	CWOD EL	52% 29%	53% 32%	68% 53%	57% -	67% 52%	80% *	-	82% 82%	-	100% -	57% 44%	76% 65%	- 17%	68% 57%	57% 53%	71% 60%	66% 46%	-	*	-	76% -
	Male	47%	47%	69%	73%	67%	73%	-	100%	-	100%	62%	74%	48%	71%	60%	69%	-	-	*	-	73%
Deedie -	Female		53%	64%	*	62%	87%	-	71%	-	-	49%	75%	0%	66%	46%	-	64%	-	*	-	78%
Reading	All Students	47%	46%	64%	50%	63%	75%	-	83%	-		49%	75%	31%	66%		63%	66%	-		-	67%
	CWD CWOD	21% 50%	17% 49%	31% 66%	- 50%	10% 65%	* 72%	-	* 80%	-	- *	25% 51%	40% 77%	31% -	- 66%	13% 61%	44% 65%	* 68%	-	*	-	- 67%
	EL Male	23% 43%	26%	56%	- 60%	55% 59%	* 73%	-	80%	-	- *	43% 48%	74% 72%	13% 44%	61%	56%	57% 63%	55%	-	- *	-	- 67%
	Female		42% 51%	63% 66%	60% *	59% 65%	73% 78%	-	*	-	-	48% 49%	72% 79%	44% *	65% 68%	57% 55%	-	- 66%	-	*	-	67% 67%

Two

											or		Non									
					Afr			Amer		Pac	More	Econ	Econ								Foster	r
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female N	Aigrant H	omeless	Care	Military
Mathematics		51%	51%	68%	67%	66%	80%	-	100%	-	*	60%	74%	31%	71%	56%	74%	63%	-	*	-	78%
	Students																					
	CWD	26%	23%	31%	-	20%	*	-	*	-	-	38%	20%	31%	-	25%	44%	*	-	*	-	-
	CWOD		54%	71%	67%	68%	83%	-	100%	-	*	62%	76%	-	71%	60%	76%	65%	-	*	-	78%
	EL	37%	38%	56%	-	54%	*	-	100%	-	-	50%	65%	25%	60%	56%	68%	45%	-	-	-	-
	Male	50%	50%	74%	80%	72%	73%	-	*	-	*	70%	76%	44%	76%	68%	74%	-	-	*	-	78%
	Female	51%	52%	63%	*	61%	89%	-	*	-	-	53%	72%	*	65%	45%	-	63%	-	*	-	78%
Science	All	53%	56%	67%	*	65%	89%	-	*	-	*	55%	73%	40%	68%	26%	76%	60%	-	*	-	89%
	Students																					
	CWD	25%	22%	40%	-	*	*	-	-	-	-	*	*	40%	-	*	*	*	-	*	-	-
	CWOD		59%	68%	*	67%	88%	-	*	-	*	60%	73%	-	68%	29%	77%	62%	-	-	-	89%
	EL	26%	32%	26%	-	29%	*	-	*	-	-	25%	29%	*	29%	26%	33%	23%	-	-	-	-
	Male	53%	55%	76%	*	75%	*	-	-	-	*	82%	74%	*	77%	33%	76%	-	-	*	-	*
	Female	53%	57%	60%	*	58%	100%	-	*	-	-	39%	72%	*	62%	23%	-	60%	-	-	-	100%
			0																			
STAAR Perce	nt at Ma	sters	Grade	Levei																		
All Grades																						
All Subjects	All	23%	22%	43%	43%	42%	49%	-	54%	-	56%	29%	53%	10%	45%	34%	45%	42%	-	29%	-	42%
	Students																					
	CWD	8%	6%	10%	-	4%	20%	-	*	-	-	10%	9%	10%	-	6%	14%	0%	-	*	-	-
	CWOD		24%	45%	43%	44%	52%	-	55%	-	56%	31%	54%	-	45%	38%	48%	43%	-	*	-	42%
	EL	11%	13%	34%	-	34%	*	-	55%	-	-	27%	45%	6%	38%	34%	41%	28%	-	-	-	-
	Male	22%	21%	45%	55%	45%	35%	-	67%	-	56%	34%	51%	14%	48%	41%	45%	-	-	*	-	32%
	Female	24%	24%	42%	*	40%	65%	-	43%	-	-	26%	54%	0%	43%	28%	-	42%	-	*	-	52%
		000/	400/	400/	500/	400/	450/		000/			0.40/	500/	00/	400/	0.00/	070/	4.40/				000/
Reading	All	20%	18%	40%	50%	40%	45%	-	33%	-	^	24%	52%	0%	43%	36%	37%	44%	-	^	-	33%
	Students		=0/			00/	*					0 0/	0 0/	00/		00/	00/					
	CWD	7%	5%	0%	-	0%		-		-	-	0%	0%	0%	-	0%	0%	450/	-		-	-
	CWOD		20%	43%	50%	42%	50% *	-	40%	-	^	26%	54%	-	43%	40%	40%	45%	-	^	-	33%
	EL	8%	10%	36%	-	36%		-	40%	-	-	30%	45%	0%	40%	36%	38%	34%	-	-	-	-
	Male	17%	15%	37%	60% *	38%	18%	-	*	-	*	20%	47%	0%	40%	38%	37%	-	-		-	22%
	Female	23%	21%	44%	Ŷ	42%	78%	-	Ŷ	-	-	26%	58%	Ŷ	45%	34%	-	44%	-	•	-	44%
		000/	000/	4=0/	000/	450/	500/		000/			000/	500/	00/	100/	070/	500/	4.40/				4.40/
Mathematics		26%	26%	47%	33%	45%	50%	-	83%	-	^	33%	56%	8%	49%	37%	50%	44%	-	^	-	44%
	Students						*															
	CWD	11%	6%	8%	-	0%		-	*	-	-	13%	0%	8%	-	13%	11%		-		-	-
	CWOD		28%	49%	33%	47%	56% *	-	80%	-	*	34%	58%	-	49%	40%	53%	45%	-	*	-	44%
	EL	16%	17%	37%	-	35%		-	80%	-	-	27%	52%	13%	40%	37%	46%	29%	-	-	-	-
	Male	25%	25%	50%	40%	49%	36%	-	*	-	*	39%	56%	11%	53%	46%	50%	-	-	*	-	33%
	Female	26%	27%	44%	*	42%	67%	-	*	-	-	28%	56%	*	45%	29%	-	44%	-	*	-	56%
Science	All	24%	26%	42%	*	41%	56%		*	c	*	38%	44%	40%	42%	16%	59%	30%	_	*	_	56%
OCIENCE	Students	27/0	2070	- 1 2 /0		-170	5070	-		-		50 /0		-10 /0	- 1 2/0	10 /0	JJ /0	50 /0	-		-	5070
	CWD	8%	9%	40%		*	*					*	*	40%		*	*	*		*		
	CWD		9% 27%	40% 42%	*	42%	50%	-	*	-	*	40%	43%	40%	- 42%	18%	58%	31%	-		-	- 56%
	EL	20% 7%	13%	42 <i>%</i> 16%	_	42%	50%	-	*	-	_	40%	43%	*	42% 18%	16%	33%	8%	-	-	-	50 /0
	Male	25%	27%	59%	*	57%	*	-		-	*	73%	52%	*	58%	33%	55% 59%	070	-	*	-	*
	Female		21%	59% 30%	*	57% 30%	40%	-	*	-	_	17%	52% 38%	*	58% 31%	33% 8%	59%	30%	-	_	-	60%
	remale	20/0	∠ , /0	50 /0		50 /0	-10 /0	-		-	-	17/0	00 /0		J1/0	0 /0	-	50 /0	-	-	-	00 /0

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

'-' 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	74	*	73	70	-	*	-	*	67	94	77
CWD	94	-	100	*	-	-	-	-	100	94	*
CWOD	72	*	72	69	-	*	-	*	64	-	73
EL	77	-	75	-	-	*	-	-	69	*	77
Male	81	*	84	50	-	*	-	*	89	90	100
Female	69	*	67	*	-	*	-	-	56	*	67
Mathematics											
All Students	77	*	77	60	-	*	-	*	75	81	72
CWD	81	-	100	*	-	-	-	-	100	81	*
CWOD	77	*	76	69	-	*	-	*	73	-	68
EL	72	-	70	-	-	*	-	-	70	*	72
Male	77	*	79	42	-	*	-	*	82	70	82
Female	77	*	76	*	-	*	-	-	72	*	67

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates 4-year Longitudinal Cohort		African American n Rate (Gr	•	White	American Indian 8	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

'^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
174	58	33%

'^' 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		African American nain Score	•	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	67	64	65	74	-	80	-	85	57	36	57
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			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	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
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y						N		Y
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y						Y		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		Ν						Ν		N

2/28/2020				201	8-19 Federal	Report Ca	rd				
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
English Learner Language Profici	iency Statu	IS									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% 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)

Participation R	ate	Campus A	African American	Hispanic		American Indian		Pacific			Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	100%	_	*	-	_	100%	100%	100%	_	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	_	100%	-	100%	100%	100%	-	100%		100%	100%	_
	EL	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%	-
Reading	All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	*	-
	CWOD	100%	100%	100%	100%	-	100%	-	*	100%	100%	-	100%	100%		100%	-
	EL	100%	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%		100%	-
	Male	100%	100%	100%	100%	_	*	-	*	100%	100%	100%		100%		-	-
	Female	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Mathematics	s All Students	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	-	100%	*	_	*	_	_	100%	100%	100%	_	100%	100%	*	_
	CWOD	100%	100%	100%	100%	_	100%	-	*	100%	100%	100 /0	100%	100%		100%	
	EL	100%	-	100%	*	_	100%	-		100%	100 %	- 100%	100 %	100%		100%	-
	Male	100%	- 100%	100%	100%	-	*	-	*	100%	100%	100 %		100%		100 /0	-
	Female	100%	*	100 %	100 %	-	*	-	-	100%	100 %	100 /0		100 %	-	- 100%	-
	i omaio	10070		10070	10070					10070	10070		10070	10070		10070	
Science	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	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%	-	-
	Female	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-	100%	-
Non-Participati	on Rate																
All Subjects	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	0%	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	_	-
	Female	0%	*	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	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
	CWD	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%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-	0%	-
Mathematics	All	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	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%	-
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-	0%	-
Science	All	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	*	*	-	-	-	-	*	*	0%	-	*	*	*	-
	CWOD	0%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	-	-	*	0%	0%	*	0%	0%	0%	-	-
	Female	0%	*	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	5	0	5	0	0	0	0	0	2	
	Female	2	0	2	0	0	0	0	0	2	
	Total	7	0	7	0	0	0	0	0	4	
Out-of-School Suspensions											
•	Male	5	0	5	0	0	0	0	0	2	
	Female	Ō	Ō	0	Ō	Ō	Ō	Ō	Ō	0	
	Total	5	Õ	5	Õ	Õ	Õ	Õ	Õ	2	
Expulsions	lotal	Ũ	Ũ	U	Ũ	Ũ	Ŭ	Ũ	Ŭ	-	
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	Ő	0	0	0	0	Ő	
		0	0	0	0	0	0	0	0	0	
	Total										
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
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	Ő	Ő	Õ	Õ	Ő	Õ	Õ	Õ	Õ	
	Total	0	0	õ	ŏ	Ő	Ő	õ	Ő	ŏ	
Referrals to Law Enforcement		Ū	Ū	0	0	Ū	Ũ	0	Ū	U	
Referrais to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	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	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
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	Õ	2	Õ	Õ	Õ	Õ	Õ	Õ	2
Expulsions		-	•	-	÷	č	~	č	·	÷	-
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	Ő	0
	Total	0	0	0	0	0	0	0	0	0	0
	iotai	0	0	U	0	U	U	U	U	U	0

Without Educational	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
Services	F	•	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 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	21	2	17	2	0	0	0	0	2	5	2
	Female	15	0	11	2	0	0	0	2	5	2	2
	Total	36	2	28	4	0	0	0	2	7	7	4
Incidents of Violence												Total
Incidents of rape or attempt Incidents of sexual assault (Incidents of robbery with a v Incidents of robbery with a f Incidents of robbery without Incidents of physical attack Incidents of physical attack Incidents of threats of physic Incidents of possession of a Allegations of Harassment or	other than rape veapon irearm or explo a weapon or fight with a w or fight with a fi or fight with a fi or fight with a fi cal attack with a cal attack with a cal attack without firearm or expl	sive device reapon rearm or explo a weapon a firearm or ex ut a weapon ut a weapon										0 0 0 0 0 0 0 0 0 0 0 0 0 0
On the basis of sex On the basis of race On the basis of disability On the basis of sexual orien On the basis of religiion	tation											0 0 0 0 0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	32	0	26	2	0	2	0	2	14	2
	Female	24	2	17	5	0	0	0	0	5	2
	Total	56	2	43	7	0	2	0	2	19	4
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.

Low Poverty

	All School	
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.9	Percent 17.4%
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	0.2	0.6%

'-' 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.

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,881	1%	7	2%	-	-
Mathematics	5,880	1%	7	2%	-	-
Grade 4 Reading	6,312	2%	9	2%	-	-
Mathematics	6,311	2%	9	2%	-	-
Grade 5 Reading	6,133	1%	7	1%	-	-
Mathematics	6,131	1%	6	1%	-	-
Science	6,133	1%	7	1%	-	-
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%	-	-
Mathematics	5,254	2%	6	2%	-	-
Science	5,250	1%	6	1%	-	-
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%	-	-

2/28/2020		2018-19 Federal Report Card											
	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2							
Reading	45,064	1%	51	1%	-	-							
Mathematics	40,350	1%	44	1%	-	-							
Science	16,337	1%	19	1%	-	-							

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

 \mathbf{v} 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

								r Above		
				w Basic		bove Basic		cient		dvanced
Grade	Subject	Student Group	ТХ	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
		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 Grade 4	Subject Reading	Student Group Students with Disabilities English Learners	Rate 77% 94%
	Mathematics	Students with Disabilities English Learners	79% 97%

	2018-19 Federal Report Card							
Grade	Subject	Student Group	Rate					
Grade 8	Reading	Students with Disabilities	83%					
	Ŭ	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.