Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: CANUTILLO EL Campus ID: 071907101 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 Goals		-1
	Econ Special	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)		
	33% 19%	29%
	33% 19%	29%
	43% 31%	39%
2027-28 through 2031-32 62% 54% 58% 73% 62% 82% 63% 70%	55% 45%	52%
	67% 60%	65%
	36% 23%	40%
· · · · · · · · · · · · · · · · · · ·	36% 23%	40%
	45% 34%	49%
	57% 48%	59%
2032-33 73% 66% 70% 80% 73% 91% 75% 77%	68% 62%	70%
EL Progress		
Baseline 2016-17 Rates		41%
2017-18 through 2021-22		36%
2022-23 through 2026-27		38%
2027-28 through 2031-32		40%
Graduation Rate: 4-Year Longitudinal Rate ^A		
	86% 78%	72%
	90% 90%	90%
· · · · · · · · · · · · · · · · · · ·	92% 92%	92%
	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 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

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... 1/12

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)

		Ctata	Distria		Afr		- \A/h-i4-	Ame			Two or : More			CWD	0000		Mala	Female	Minun 1		Foster	
				t Campus		•	c white	ina	Asian	ISI	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant F	iomeiess	Care	willtary
Grade 3	ent at App	oroac	nes G	rade Lev	ei or	Above																
Reading	All	75%	80%	80%	*	80%	*					79%	86%	75%	81%	75%	730/	91%		*		
Reading	Students	1570	00 /0	00 /0		00 /0		-	-	-	-	19/0	00 /0	1570	0170	15/0	13/0	9170	-		-	-
	CWD	49%	43%	75%	-	75%	_	-	_	_	_	86%	*	75%	-	*	*	*	_	_	-	_
	CWOD	79%	84%	81%	*	80%	*	_	_	_	_	78%	92%	-	81%	72%	70%	96%	_	*	_	_
	EL	69%	77%	75%	-	75%	-	-	-	-	-	76%	*	*	72%		68%	92%	_	-	-	_
	Male	73%	75%	73%	-	73%	-	-	-	-	-	73%	*	*	70%		73%	-	-	*	-	-
	Female	78%	87%	91%	*	90%	*	-	-	-	-	91%	90%	*	96%	92%		91%	-	-	-	-
Mathemati		78%	80%	80%	*	80%	*					79%	86%	63%	82%	730/	920/	78%		*		
wawemaw	Students	1070	00%	00%		00%		-	-	-	-	1970	00 70	03%	0270	1370	02 70	1070	-		-	-
	CWD	52%	43%	63%	_	63%	_	_	_	_	_	71%	*	63%	_	*	*	*	_	_	_	_
	CWOD	81%	43 % 84%	82%	*	82%	*	-	-	-	-	80%	92%	- 0578	- 82%	72%	80%	86%	-	*	-	-
	EL	75%	77%	73%	-	73%	_		_	_	_	73%	*	*	72%		75%	67%		_	_	_
	Male	78%	80%	82%	-	82%	_	_	_	_	_	83%	*	*	80%		82%	-	-	*	_	_
	Female		82%	78%	*	77%	*	-	-	-	-	73%	90%	*	86%	67%		78%	-	-	-	-
Grade 4																						
Reading	All	74%	75%	86%	-	86%	100%	-	-	-	-	84%	95%	57%	89%	80%	79%	95%	*	*	-	*
	Students																					
	CWD	44%	45%	57%	-	57%		-	-	-	-	*	*	57%		*	*	80%	-	-	-	-
	CWOD		79%	89%	-	88%	100%	-	-	-	-	86%	100%	-	89%		83%	97%	*	*	-	*
	EL	64%	70%	80%	-	80%	- *	-	-	-	-	78%	*	*	81%		70%	90%	*	-	-	-
	Male	71%	74%	79%	-	78%	*	-	-	-	-	76%	88%		83%		79%	-	*		-	-
	Female	11%	77%	95%	-	94%		-	-	-	-	93%	100%	80%	97%	90%	-	95%		-	-	-
Mathemati		74%	75%	78%	-	76%	100%	-	-	-	-	74%	89%	86%	77%	68%	69%	87%	*	*	-	*
	Students	400/	000/	0.00/		000/						*	*	000/		*	*	4000/				
	CWD CWOD	46% 78%	62% 76%	86% 77%	-	86% 75%	- 100%	-	-	-	-	74%	88%	86%	- 77%		70%	100% 85%	-	-	-	- *
	EL	69%	76%	68%	-	68%	100%	-	-	-	-	65%	00 70 *	*	64%		50%	85%	*		-	
	Male	74%	74%	69%	-	68%	*	-	-	-	-	65%	88%	*	70%		69%		*	*	-	-
	Female		75%	87%	-	86%	*	-	-	-	-	86%	91%	100%		85%		87%	*	*	-	*
Orada 5																						
Grade 5	A.I.	000/	0404	000/	-	0.10/	-				-	000	000	700/	0.494	000	070/	0001				
Reading	All Students	86%	91%	92%	î	91%	•	-	-	-	î	90%	96%	70%	94%	90%	87%	96%	•	î	-	-
	CWD	55%	64%	70%	-	70%	-	-	-	-	-	75%	*	70%	-	*	60%	80%	_	*	-	_
	CWOD	89%	94%	94%	*	93%	*	-	-	-	*	92%	100%	-	94%	94%	90%	98%	*	-	-	-
	EL	77%	86%	90%	-	90%	-	-	-	-	-	92%	*	*	94%		91%	89%	*	-	-	-
	Male	83%	87%	87%	*	86%	*	-	-	-	*	85%	92%	60%	90%		87%	-	*	*	-	-
	Female	88%	95%	96%	-	96%	*	-	-	-	*	95%	100%	80%	98%	89%		96%	-	-	-	-
Mathemati		89%	92%	92%	*	92%	*	-	-	-	*	95%	85%	80%	94%	90%	93%	92%	*	*	-	-
	Students	600/	700/	000/		000/						000/	*	000/		•	000/	000/		*		
	CWD	68%	76%	80%	-	80%	-	-	-	-	-	88%	000/	80%	-	000/	80%	80%	-		-	-
	CWOD	92%	94%	94%	-	93%	^	-	-	-	-	96%	88% *	- *	94% 92%		94%	94%	*	-	-	-
	EL Male	85% 88%	87% 93%	90% 93%	-	90% 92%	- *	-	-	-	- *	94% 95%	。 85%	80%	92% 94%		86% 93%	94%	*	- *	-	-
	Female		93% 91%	93% 92%	-	92% 92%	*	-	-	-	*	95% 95%	86%	80%	94 <i>%</i> 94%	94%		- 92%	_	_	-	-
	remale	90%	9170	3 2 70	-	9270		-	-	-		90%	0070	00%	94 70	94 70	-	9270	-	-	-	-
Science	All Students	74%	77%	68%	*	65%	*	-	-	-	*	63%	81%	20%	73%	70%	66%	69%	*	*	-	-
	CWD	45%	43%	20%	-	20%	_	-	-	-	-	13%	*	20%	-	*	20%	20%	-	*	-	-
	CWOD	77%	81%	73%	*	70%	*	-	-	-	*	69%	84%	-	73%	75%	71%	74%	*	-	-	-
	EL	60%	69%	70%	-	70%	-	-	-	-	-	69%	*	*	75%		68%	72%	*	-	-	-
	Male	74%	77%	66%	*	64%	*	-	-	-	*	58%	92%	20%	71%		66%	-	*	*	-	-
	Female		77%	69%	-	67%	*	-	-	-	*	68%	71%	20%	74%			69%	-	-	-	-

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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

Grade 3 Reading	All	44%	52%	58%	*	58%	*	-	-	-	-	58%	57%	50%	59%	53% 50%	69%	-	*	-	
Reading	Students							-	-	-	-		*		5570	5570 5070	*	-		-	
	CWD CWOD	26%	27% 55%	50% 59%	- *	50% 59%	-	-	-	-	-	57% 58%	62%	50%	- 59%	47% 50%	71%	-	-	-	
	EL	35%	51%	53%	-	53%	-	_	_	-	_	54%	*	*	47%	53% 50%	58%	-	-	-	
	Male	41%	48%	50%	-	50%	-	-	-	-	-	50%	*	*	50%	50% 50%	-	-	*	-	
	Female	47%	58%	69%	*	70%	*	-	-	-	-	73%	60%	*	71%	58% -	69%	-	-	-	
Mathematics		48%	53%	51%	*	51%	*	-	-	-	-	52%	50%	25%	54%	38% 45%	59%	-	*	-	
	Students CWD	30%	25%	25%	-	25%	-	-	-	-	-	29%	*	25%	-	* *	*	-	-	-	
	CWOD		56%	54%	*	55%	*	-	-	-	-	55%	54%	-	54%	36% 48%	64%	-	*	-	
	EL	41%	47%	38%	-	38%	-	-	-	-	-	38%	*	*	36%	38% 36%	42%	-	-	-	
	Male Female	49% 46%	50% 58%	45% 59%	- *	45% 60%	- *	-	-	-	-	48% 59%	* 60%	*	48% 64%	36% 45% 42% -	- 59%	-	-	-	
and a d																					
Grade 4 Reading	All	43%	40%	46%	-	45%	60%	-	-	-	-	42%	58%	43%	46%	35% 40%	51%	*	*	-	
rioddinig	Students	.070	.070			.070	0070							.070		00/0 10/0	0.70				
	CWD	24%	26%	43%	-	43%	-	-	-	-	-	*	*	43%	-	* *	60%	-	-	-	
	CWOD EL	46% 30%	41% 34%	46% 35%	-	45% 35%	60%	-	-	-	-	41% 32%	63% *	-	46% 31%	31% 43% 35% 25%	50% 45%	*	*	-	
	Male	41%	34 %	40%	-	40%	*	-	-	-	-	32 %	50%	*	43%	25% 40%	4576	*	*	-	
	Female		42%	51%	-	50%	*	-	-	-	-	46%	64%	60%	50%	45% -	51%	*	*	-	
Mathematic	s All	46%	40%	47%	_	46%	60%	_	_	_	-	45%	53%	43%	47%	38% 40%	54%	*	*	-	
	Students																				
	CWD CWOD	27%	26%	43%	-	43%	-	-	-	-	-	*	*	43%	-	* *	60%	-	- *	-	
	EL	49% 39%	41% 35%	47% 38%	-	46% 38%	60%	-	-	-	-	45% 35%	56% *	- *	47% 33%	33% 43% 38% 30%	53% 45%	*	_	-	
	Male	48%	44%	40%	-	40%	*	-	-	-	-	41%	38%	*	43%	30% 40%	45%	*	*	-	
	Female		36%	54%	-	53%	*	-	-	-	-	50%	64%	60%	53%	45% -	54%	*	*	-	
rade 5																					
Reading	All	53%	53%	52%	*	48%	*	-	-	-	*	49%	59%	30%	54%	45% 50%	54%	*	*	-	
	Students CWD	27%	29%	30%	_	30%	_	-	-	-	_	25%	*	30%	-	* 40%	20%	_	*	-	
	CWOD		56%	54%	*	51%	*	-	-	-	*	52%	60%	-	54%	47% 51%	57%	*	-	-	
	EL	36%	47%	45%	-	45%	-	-	-	-	-	44%	*	*	47%	45% 50%	39%	*	-	-	
	Male	50%	51% 56%	50% 54%	*	47% 50%	*	-	-	-	*	49% 50%	54% 64%	40% 20%	51% 57%	50% 50% 39% -	- 54%	*	*	-	
	Female	50 %	50 %	54 /0	-	50 %		-	-	-		50 %	04 /0	20 /0	51 /0	3970 -	J4 /0	-	-	-	
Mathematics	s All Students	57%	58%	55%	*	52%	*	-	-	-	*	53%	59%	10%	59%	48% 56%	54%	*	*	-	
	CWD	31%	28%	10%	-	10%	-	-	-	-	-	13%	*	10%	-	* 0%	20%	-	*	-	
	CWOD		62%	59%	*	56%	*	-	-	-	*	58%	64%	-	59%	53% 61%	57%	*	-	-	
	EL	46%	52%	48%	- *	48%	-	-	-	-	-	50%	*	*	53%	48% 55%	39%	*	-	-	
	Male Female	56% 57%	60% 57%	56% 54%	_	53% 50%	*	-	-	-	*	54% 53%	62% 57%	0% 20%	61% 57%	55% 56% 39% -	- 54%	-	_	-	
Science	All Students	48%	51%	44%	*	43%	*	-	-	-	*	38%	59%	10%	47%	43% 42%	46%	*	*	-	
	CWD	27%	25%	10%	-	10%	-	-	-	-	-	13%	*	10%	-	* 0%	20%	-	*	-	
	CWOD	50%	54%	47%	*	47%	*	-	-	-	*	41%	64%	-	47%	47% 46%	49%	*	-	-	
	EL Male	31% 50%	39% 53%	43% 42%	- *	43% 42%	-	-	-	-	- *	44% 38%	* 54%	* 0%	47% 46%	43% 45% 45% 42%	39%	*	- *	-	
	Female		53% 49%	42% 46%	-	42% 44%	*	-	-	-	*	38% 39%	54% 64%	20%	46% 49%	45% 42% 39% -	- 46%	-	-	-	
AAR Perce Grade 3	ent at Ma	sters	Grade	Level																	
Reading	All	27%	33%	36%	*	35%	*	-	-	-	-	34%	43%	13%	38%	23% 20%	56%	-	*	-	
	Students CWD	10%	7%	120/		13%						14%	*	13%	-	* *	*				
	CWD	10% 29%	36%	13% 38%	*	38%	*	-	-	-	-	36%	46%	-	- 38%	22% 20%	64%	-	*	-	
	EL	19%	28%	23%	-	23%	-	-	-	-	-	22%	*	*	22%	23% 18%	33%	-	-	-	
	Male	24%	27%	20%	-	20%	-	-	-	-	-	20%	*	*	20%	18% 20%	-	-	*	-	
	Female	29%	40%	56%	*	57%	*	-	-	-	-	59%	50%	*	64%	33% -	56%	-	-	-	
Mathematics		24%	30%	30%	*	30%	*	-	-	-	-	29%	36%	0%	34%	20% 23%	41%	-	*	-	
	Students CWD	12%	5%	0%	_	0%	_	_	_	_	_	0%	*	0%	_	* *	*	_	_	_	
	CWOD		33%	34%	*	33%	*	-	_	-	_	33%	38%	-	34%	22% 25%	46%	-	*	-	
	EL	18%	27%	20%	-	20%	-	-	-	-	-	22%	*	*	22%	20% 21%	17%	-	-	-	
	Male Female	26% 22%	29% 32%	23% 41%	- *	23% 40%	- *	-	-	-	-	23% 41%	* 40%	*	25% 46%	21% 23% 17% -	- 41%	-	*	-	
Brade 4 Reading	All	21%	19%	19%	-	17%	40%	-	-	-	-	18%	21%	0%	20%	13% 12%	26%	*	*	-	
9	Students														_ , , ,						
	CWD	8%	5%	0%	-	0%	-	-	-	-	-	* 19%	* 25%	0%	- 20%	* * 14% 13%	0% 29%	-	-	-	
		220/	210/												211%						
	CWOD		21% 12%	20% 13%	-	19% 13%	40%	-	_	-	-		*	*				*	-	-	
		23% 12% 20%	21% 12% 17%	20% 13% 12%		19% 13% 13%		-	-	-	-	14% 12%			14% 13%	13% 10% 10% 12%	29% 15% -	*	- *	-	

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					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanio	White							CWD	смор	EL	Male I	Female	Migrant H	omeless		
																			-			•
Mathematics		27%	22%	21%	-	20%	40%	-	-	-	-	16%	37%	0%	23%	10%	21%	21%	*	*	-	*
	Students CWD	13%	10%	0%	-	0%	-	-	-	-	-	*	*	0%	-	*	*	0%	_	_	_	_
	CWOD	29%	23%	23%	-	22%	40%	-	-	-	-	17%	44%	-	23%	11%	23%	24%	*	*	-	*
	EL	20%	17%	10%	-	10%	-	-	-	-	-	8%	*	*	11%		10%	10%	*	-	-	-
	Male	29%	24%	21%	-	20%	*	-	-	-	-	18%	38%	*	23%	10%	21%	-	*	*	-	-
	Female	25%	19%	21%	-	19%	*	-	-	-	-	14%	36%	0%	24%	10%	-	21%	*	*	-	*
Orada E																						
Grade 5 Reading	All	29%	24%	21%	*	18%	*	_	_	_	*	16%	33%	0%	23%	10%	20%	21%	*	*	_	_
	Students	2070	2470	21/0		1070						10 /0	0070	0 /0	2070	10 /0	2070	2170				
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Male 25% 27% 32% * 26% * - - - * 23% 44% 0% 29% 21% 27% - * - - * 23% 44% 0% 29% 21% 27% - * - - * 23% 44% 0% 29% 21% 27% - * - - * 26% 46% 0% 29% 21% * - - * 26% 46% 0% 23% 26% 17% * * - - * 26% 46% 0% 23% 26% 17% * * - - * 17% 37% 0% 24% 24% * - - * 17% 37% 0% 24% 24% * - - * 17% 37% 0% 24% 24% * - - 24% 24% 24% * - - * 17% 37% 0% 24%		FI				-			-	-	-	-		20%	0%						-	-	-
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CWOD 26% 27% 24% * - - * 19% 40% - 24% 25% 29% 19% * - 21% * 25% 23% 32% 11% * - - - - 23% 38% 0% 29% 32% 26% - * * - - - 23% 38% 0% 29% 32% 26% - * * - - - * 23% 38% 0% 29% 32% 26% * * - -																							
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** 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	66	*	65	79	-	-	-	*	65	66	61
CWD	66	-	66	-	-	-	-	-	59	66	75
CWOD	67	*	65	79	-	-	-	*	66	-	59
EL	61	-	61	-	-	-	-	-	58	75	61
Male	59	*	59	*	-	-	-	-	57	57	53
Female	75	-	73	100	-	-	-	*	75	72	71
Mathematics											
All Students	63	*	62	93	-	-	-	*	58	84	56
CWD	84	-	84	-	-	-	-	-	82	84	88
CWOD	61	*	59	93	-	-	-	*	56	-	53
EL	56	-	56	-	-	-	-	-	54	88	56
Male	60	*	59	*	-	-	-	-	56	86	59
Female	67	-	65	100	-	-	-	*	61	83	54

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	All Students - <t< th=""></t<>													
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
218	31	14%

'^' 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	53	73	52	71	-	-	-	89	50	31	46
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	N		Y						Y		Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
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	N		Y						Y		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						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 Profic	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%	_
	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%
	Female	100%	*	100%	100%	-	-	-	*	100 %		100 %		100%	100 /0	- 100%	*
	I CITIAIC	100 /6		100 /0	100 /0	-	-	-		100 /0	100 /0	100 /0	100 /0	100 /0	-	100 /0	
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%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	*	100%	*	-	-	-	*	100%	100%	100%		100%		-	*
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics		100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Students	4009/		100%	-					1000/	1000/	1000/		1000/	1000/	1000/	
	CWD	100%	*			-	-	-	-	100%	100%	100%	-	100%		100%	-
	CWOD	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%	-	*
	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%	-
	CWOD	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%	-	*
	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%	-
	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%
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	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%	0%	-
	CWOD	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%	-	*
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	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%	-	*
	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%	-	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	8	0	8	0	0	0	0	0	8	
	Female	2	0	2	0	0	0	0	0	2	
	Total	10	0	10	0	0	0	0	0	10	
Out-of-School Suspensions											
	Male	2	0	2	0	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	2	
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	Ō	0	0	0	
Without Educational	Male	Ő	Õ	Õ	Õ	Õ	Õ	Õ	Õ	Õ	
Services	maio	Ŭ	Ū	Ũ	Ũ	Ũ	Ŭ	Ũ	Ŭ	Ũ	
00111003	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0 0	0	0	0	0	Ő	
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	Ő	
Policies		-			-	-	-	-	-		
	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											
	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	
Students With Disabilities											
In-School Suspensions											
	Male	2	0	2	0	0	0	0	0	2	2
	Female	2	0	2	0	0	0	0	0	2	2
	Total	4	Ő	4	õ	Ő	Õ	õ	Ő	4	4
Out-of-School Suspensions	iotai	-	0	-	0	Ū	Ũ	0	Ū	-	7
	Male	2	0	2	0	0	0	0	0	2	2
	Female	2	0	0	0	0	0	0	0	0	0
		2	0	2	0	0	0	0	0	2	2
Expulsions	Total	2	U	2	U	U	U	U	U	2	2
	Mala	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	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		-		-		-						
	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	32	0	32	0	0	0	0	0	17	5	2
	Female	32	0	32	0	0	0	0	0	17	8	0
	Total	64	0	64	0	0	0	0	0	34	13	2
Incidents of Violence												Total
Incidents of rape or attempted Incidents of sexual assault (Incidents of robbery with a w Incidents of robbery with a w Incidents of robbery without Incidents of physical attack of Incidents of physical attack of Incidents of physical attack of Incidents of threats of physic Incidents of Harassment or 1 On the basis of sex On the basis of race	other than rape veapon rearm 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 withou firearm or expl	sive device reapon rearm or explo a weapon a firearm or ex ut a weapon										
On the basis of disability On the basis of sexual orien On the basis of religiion	tation											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	32	0	0	0	0	0	17	2
	Female	25	0	23	2	0	0	0	0	14	0
	Total	57	0	55	2	0	0	0	0	31	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 1.9	Percent 4.9%
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	0.0	-

'-' 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%	*	4%
Mathematics	5,880	1%	7	2%	*	4%
Grade 4 Reading	6,312	2%	9	2%	*	4%
Mathematics	6,311	2%	9	2%	*	4%
Grade 5 Reading	6,133	1%	7	1%	*	1%
Mathematics	6,131	1%	6	1%	*	1%
Science	6,133	1%	7	1%	*	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%	15	2%
Reading	45,064	1%	51	1%	7	3%

2020	2018-19 Federal Report Card											
Mathematics	State Number of ALT2 40,350	State Rate of ALT2 1%	District Number of ALT2 44	District Rate of ALT2 1%	Campus Number of ALT2 7	Campus Rate of ALT2 3%						
Science	16,337	1%	19	1%	*	1%						

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 A	bove Basic	Profi	cient	% At Ac	dvanced
Grade	Subject	Student Group	тх	US	тх	US	ТХ	US	ТΧ	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	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%

Rate

- Subject **'***'
- '*' 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

Grade

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)

Student Group

There is no data for this campus.