Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CANUTILLO MIDDLE Campus ID: 071907041 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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perform	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	44% 44% 52% 62% 72% 46% 46% 54%	32% 32% 42% 54% 66% 31% 41%	37% 37% 46% 58% 69% 40% 40%	60% 66% 73% 80% 59% 59%	43% 43% 51% 62% 72% 45% 45% 53%	74% 74% 78% 82% 87% 82% 82%	45% 45% 53% 63% 73% 50% 50% 57%	56% 56% 62% 70% 78% 54% 54%	33% 33% 43% 55% 67% 36% 36% 45%	19% 19% 31% 45% 60% 23% 23%	29% 29% 39% 52% 65% 40% 40%
	2027-28 through 2031-32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including— (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

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

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

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

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

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

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			Ame				Econ									Foste	
		State	District	Campus	Ame	er Hispani	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Perce	ent at Ap	proac	hes G	rade Le	vel o	r Above																
Grade 6	AII	070/	000/	040/		000/	000/					500 /	700/	400/	000/	040/	-7 0/	000/		E00/		070/
Reading	All	67%	62%	61%		60%	83%	-	-	-	-	50%	78%	13%	69%	31%	57%	68%	-	50%	-	67%
	Students CWD	33%	13%	13%		13%	*					0%	44%	13%		0%	15%	9%		*		
	CWDD		68%	69%	*	67%	100%	-	*	-	-	59%	81%	-	69%	39%	64%	76%	*	*	-	67%
	EL	42%	33%	31%	_	31%	10070	_		_		31%	29%	0%	39%	31%	31%	32%	*	*	_	*
	Male	62%	55%	57%	*	55%	*	_	*	_	_	45%	75%	15%	64%	31%	57%	JZ /0	*	*	_	*
	Female		71%	68%	*	67%	*	-	-	-	-	58%	80%	9%	76%	32%	-	68%	*	*	-	*
Mathematic	s All	80%	77%	78%	*	78%	83%	_	*	_	_	72%	86%	42%	84%	57%	80%	74%	*	50%	_	83%
Mathematic	Students	00 /0	11 /0	10 /0		1070	00 /0					12/0	00 /0	→∠ /0	0-7/0	J1 /0	00 /0	7 - 70		30 /0		03 /0
	CWD	50%	43%	42%	_	43%	*	_	_	_	_	32%	67%	42%	_	42%	50%	27%	_	*	_	_
	CWOD		81%	84%	*	83%	100%	_	*	_	_	80%	88%	-	84%	61%	86%	80%	*	*	_	83%
	EL	67%	60%	57%	_	57%	-	_	_	_	_	56%	71%	42%	61%	57%	69%	36%	*	*	_	*
	Male	78%	76%	80%	*	80%	*	-	*	_	_	75%	89%	50%	86%	69%	80%	-	*	*	_	*
	Female		78%	74%	*	74%	*	-	-	-	-	67%	83%	27%	80%	36%	-	74%	*	*	-	*
Grade 7																						
Reading	All	74%	70%	69%	-	70%	57%	*	-	-	-	64%	78%	26%	75%	45%	63%	75%	50%	*	*	*
	Students																					
	CWD	37%	26%	26%	-	24%	*	-	-	-	-	22%	33%	26%	-	17%		30%		*	-	*
	CWOD		74%	75%	-	76%	60%	*	-	-	-	70%	84%	-	75%	52%	71%	79%	50%	-	*	*
	EL	49%	45%	45%	-	45%		-	-	-	-	43%	56%	17%	52%	45%	41%	50%	60%	-	-	-
	Male	70%	63%	63%	-	64%	40%	*	-	-	-	59%	70%	22%	71%	41%	63%		*		-	*
	Female	79%	76%	75%	-	75%	*	-	-	-	-	69%	87%	30%	79%	50%	-	75%	*	*	*	*
Mathematic	s All Students	73%	82%	85%	-	86%	71%	*	-	-	-	83%	90%	37%	92%	73%	82%	89%	83%	*	*	*
	CWD	43%	38%	37%	-	40%	*	-	-	-	-	33%	44%	37%	-	25%	33%	40%	-	*	-	*
	CWOD	77%	86%	92%	-	92%	100%	*	-	-	-	90%	96%	-	92%	85%	91%	93%	83%	-	*	*
	EL	57%	65%	73%	-	73%	-	-	-	-	-	71%	89%	25%	85%	73%	71%	77%	100%	-	-	-
	Male	72%	80%	82%	-	83%	60%	*	-	-	-	80%	85%	33%	91%	71%	82%	-	*	-	-	*
	Female	75%	83%	89%	-	89%	*	-	-	-	-	86%	95%	40%	93%	77%	-	89%	*	*	*	*
Grade 8																						
Reading	All	84%	86%	84%	*	83%	100%	-	-	-	-	79%	91%	28%	89%	52%	83%	85%	83%	*	-	75%
	Students		400/	000/		0.40/						4.40/	*	000/		470/	050/	*				
	CWD	47%	43%	28%		24%	4000/	-	-	-	-	14%		28%	-	17%	25%		-		-	4000/
	CWOD		89%	89%		89%	100%	-	-	-	-	88%	92%	470/	89%	57%	93%	85%	83%		-	100%
	EL	62%	67% 83%	52% 83%	*	52% 82%	*	-	-	-	-	55% 79%	40% 90%	17% 25%	57% 93%	52% 59%	59% 83%	43%	*	*	-	60%
	Male	81%			*		*	-	-	-	-		91%	25%			03%	85%	*	*	-	*
	Female	00%	89%	85%		84%		-	-	-	-	80%	91%		85%	43%	-	85%			-	
Mathematic	s All Students	87%	85%	83%	*	84%	*	-	-	-	-	85%	81%	61%	87%	73%	80%	88%	*	*	-	71%
	CWD	58%	53%	61%	*	65%	-	-	-	-	-	57%	*	61%	-	50%	56%	*	-	*	-	*
	CWOD	90%	89%	87%	*	87%	*	-	-	-	-	90%	81%	-	87%	77%	87%	88%	*	*	-	80%
	EL	77%	82%	73%	-	73%	-	-	-	-	-	76%	57%	50%	77%	73%	73%	74%	*	*	-	-
	Male	84%	81%	80%	*	81%	*	-	-	-	-	80%	81%	56%	87%	73%	80%	-	*	*	-	*
	Female	89%	90%	88%	*	88%	-	-	-	-	-	92%	80%	*	88%	74%	-	88%	*	*	-	*
Science	All Students	79%	84%	78%	*	78%	100%	-	-	-	-	72%	88%	33%	83%	48%	78%	78%	67%	*	-	75%
	CWD	46%	43%	33%	*	35%	_	_	_	_	_	21%	*	33%	_	17%	31%	*	_	*	_	*
	CWD		43% 87%	83%	*	82%	100%	-	-	-	-	78%	89%	33%	83%	52%	86%	79%	67%	*	-	100%
	EL	55%	67%	48%	_	48%	100 /0	-		-	_	45%	60%	17%	52%	48%	52%	43%	*	*	_	100 /0
	Male	78%	81%	78%	*	78%	100%	-	-	-	-	74%	85%	31%	86%	52%		-5 /0	*	*	-	60%
	Female		87%	78%	*	78%	*	_	_	_	_	69%	91%	*	79%	43%	-	78%	*	*	_	*
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		Stato	District	Campus	Afr	Lienani		Amei			More	Econ	Econ	CWD	CWOD	E1	Mala	Eomalo	Migrant	Homeless	Foster	
		State	District	Campus	Aillei	пізрані	VVIIILE	iiiu	ASIAII	131	Naces	Disauv	Disauv	CVVD	CWOD	EL	wate	remale	wiigiaiit	nomeless	Care	wiiitary
End of Cours	se All	83%	89%	100%		100%	*					100%	100%		1000/	1000/	1000/	100%	*			*
Algebra I	Students			100 /6	-	100 /6		-	-	-	-	100 /6	100 /6	-	100 /6	100 /6	100 /6	100 /6		-	-	
	CWD CWOD	52% 87%	52% 93%	- 100%	-	- 100%	*	-	-	-	-	- 100%	- 100%	-	- 100%	- 100%	- 100%	- 100%	- *	-	-	- *
	EL	73%	78%	100%	-	100%	-	-	-	-	-	*	*	-		100%		*	-	-	-	-
	Male Female	79%	86% 93%	100% 100%	-	100% 100%	*	-	-	-	-	100% 100%	100% 100%	-	100% 100%	100%	100%	- 100%	-	-	-	*
	remaie	00 /0	93 /0	100 /6	-	100 /6		-	-	-	-	100 /6	100 /6	-	100 /6		-	100 /6		-	-	-
STAAR Perce Grade 6	nt at Me	ets G	rade L	evel or A	Above	9																
Reading	All	36%	31%	32%	*	30%	67%	-	*	-	-	20%	48%	3%	36%	10%	26%	40%	*	13%	-	33%
	Students CWD	19%	4%	3%		3%	*					0%	11%	3%		0%	5%	0%	_	*		_
	CWOD		34%	36%	*	34%	80%	-	*	-	-	24%	52%	-	36%	12%	30%	45%	*	*	-	33%
	EL Male	14% 33%	11% 25%	10% 26%	- *	10% 24%	*	-	- *	-	-	9% 19%	14% 38%	0% 5%	12% 30%	10% 13%	13% 26%	5%	*	*	-	*
	Female		40%	40%	*	39%	*	-	-	-	-	23%	61%	0%	45%	5%	-	40%	*	*	-	*
Mathamatica	AII	46%	44%	400/	*	400/	83%		*			200/	GEO/	120/	EE0/	220/	400/	400/	*	13%		50%
Mathematics	Students	40%	44 70	49%		48%	03%	-		-	-	38%	65%	13%	55%	23%	49%	49%		13%	-	30%
	CWD CWOD	23%	11% 48%	13% 55%	-	13% 54%	* 100%	-	-	-	-	5% 44%	33% 68%	13%	- 55%	8% 27%	20% 53%	0% 56%	-	*	-	- 50%
	EL	27%	24%	23%	-	23%	-	-	-	-	-	20%	43%	8%	27%	23%	28%	14%	*	*	-	*
	Male Female	45%	42% 47%	49%	*	48%	*	-	*	-	-	38%	66%	20%	53%	28% 14%	49%	- 49%	*	*	-	*
	remale	40%	4/%	49%		48%		-	-	-	-	38%	63%	0%	56%	14%	-	49%			-	
Grade 7																						
Reading	All Students	48%	40%	42%	-	42%	43%	*	-	-	-	35%	56%	15%	46%	17%	39%	45%	17%	*	*	*
	CWD	21%	14%	15%	-	16%	*	-	-	-	-	17%	11%	15%	-	17%	17%	10%	-	*	-	*
	CWOD EL	51% 19%	43% 14%	46% 17%	-	46% 17%	60%	*	-	-	-	37% 16%	61% 22%	- 17%	46% 17%	17% 17%	44% 12%	48% 23%	17% 20%	-	*	*
	Male	44%	39%	39%	-	41%	20%	*	-	-	-	32%	53%	17%	44%	12%	39%	-	*	-	-	*
	Female	52%	41%	45%	-	44%	*	-	-	-	-	37%	59%	10%	48%	23%	-	45%	*	*	*	*
Mathematics	All	41%	42%	48%	-	48%	43%	*	-	-	-	42%	58%	19%	52%	25%	44%	51%	50%	*	*	*
	Students CWD	22%	19%	19%		20%	*					17%	22%	19%		17%	17%	20%	_	*		*
	CWOD	44%	45%	52%	-	52%	60%	*	-	-	-	45%	63%	-	52%	27%	49%	54%	50%	-	*	*
	EL Male	22% 41%	17% 42%	25% 44%	-	25% 46%	20%	*	-	-	-	24% 39%	33% 53%	17% 17%	27% 49%	25% 18%	18% 44%	35%	60% *	-	-	- *
	Female		42%	51%	-	50%	*	-	-	-	-	44%	64%	20%	54%	35%	-	51%	*	*	*	*
Crada 0																						
Grade 8 Reading	All	53%	55%	57%	*	56%	100%	_	_	_	_	47%	73%	11%	62%	21%	53%	63%	50%	*	-	50%
J	Students	000/	470/	440/		400/						70/		440/		00/	400/					
	CWD CWOD	22% 57%	17% 58%	11% 62%	*	12% 60%	100%	-	-	-	-	7% 52%	76%	11% -	62%	0% 24%	13% 59%	65%	50%	*	-	67%
	EL Mala	19%	30%	21%	-	21%	-	-	-	-	-	16%	40%	0%	24%	21%	19%	24%	*	*	-	-
	Male Female	49%	53% 58%	53% 63%	*	51% 62%	*	-	-	-	-	43% 53%	70% 77%	13%	59% 65%	19% 24%	53%	63%	*	*	-	60%
						222/																222/
Mathematics	Students	55%	40%	37%	•	36%	•	-	-	-	-	29%	58%	28%	39%	24%	39%	33%	^	Î	-	29%
	CWD	27%	27%	28%	*	29%	-	-	-	-	-	14%	*	28%	-	17%	25%	*	-	*	-	*
	CWOD EL	36%	42% 35%	39% 24%	_	37% 24%	_	-	-	-	-	31% 21%	56% 43%	- 17%	39% 26%	26% 24%	43% 23%	33% 26%	*	*	-	40% -
	Male	52%	38%	39%	*	38%	*	-	-	-	-	29%	67%	25%	43%	23%	39%	-	*	*	-	*
	Female	59%	42%	33%	•	32%	-	-	-	-	-	28%	47%	•	33%	26%	-	33%	^	Î	-	•
Science	All	50%	57%	52%	*	51%	100%	-	-	-	-	42%	68%	17%	56%	17%	50%	54%	50%	*	-	38%
	Students CWD	23%	20%	17%	*	18%	_	_	_	_	_	7%	*	17%	_	0%	19%	*	_	*	_	*
	CWOD	53%	60%	56%	*	54%	100%	-	-	-	-	46%	69%	-	56%	19%	56%	56%	50%	*	-	50%
	EL Male	20% 50%	33% 57%	17% 50%	*	17% 49%	- 100%	-	-	-	-	13% 39%	30% 71%	0% 19%	19% 56%		19% 50%	14% -	*	*	-	60%
	Female	50%	57%	54%	*	53%	*	-	-	-	-	46%	66%	*	56%	14%	-	54%	*	*	-	*
End of Cours	se																					
Algebra I	All	59%	67%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*	-	-	*
	Students CWD	24%	24%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD	63%	72%	100%	-	100%	*	-	-	-	-	100%	100%	-				100%	*	-	-	*
	EL Male	40% 53%	48% 61%	100% 100%	-	100% 100%	- *	-	-	-	-	* 100%	* 100%	-		100% 100%		*	-	-	-	- *
	Female		74%	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	*	-	100%	*	-	-	-
STAAR Perce	nt at Ma	sters	Grade	Level																		
Grade 6																				4051		
Reading	All Students	17%	14%	16%	*	15%	67%	-	*	-	-	9%	27%	0%	19%	2%	12%	23%	*	13%	-	33%
	CWD	6%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-	*	-	-
	CWOD EL	18% 4%	15% 2%	19% 2%	-	17% 2%	80% -	-	-	-	-	11% 2%	29% 0%	0%	19% 2%	2% 2%	14% 3%	26% 0%	*	*	-	33%
	Male	14%	9%	12%	*	11%	*	-	*	-	-	7%	21%	0%	14%	3%	12%	-	*	*	-	*

Two or Pac More Econ Amer Foster State District Campus Amer **Hispanic White** Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Female 20% 19% 23% 13% 34% 0% 26% 0% 23% Mathematics 50% 30% 20% 0% 33% 20% 17% 20% 20% 14% 3% 23% 3% 22% Students CWD 3% 3% 0% 11% 3% 0% 5% 0% 23% CWOD 22% 60% 33% 18% 23% 22% 17% 32% 4% 22% 24% 0% 8% 3% 4% 0% 3% 5% FΙ 3% 3% 4% 0% 28% 20% 16% 19% 14% 5% 22% Male 20% 5% 20% Female 20% 17% 22% 32% 0% 24% 0% 22% 20% 13% Grade 7 43% 4% 30% Reading 29% 24% 27% 26% 19% 8% 24% 29% 0% Students CWD 9% 2% 4% 4% 6% 0% 4% 8% 6% 0% 60% 30% **CWOD 31%** 26% 30% 29% 21% 46% 8% 27% 32% 0% 8% 22% 8% FΙ 8% 5% 8% 8% 6% 8% 6% 12% 0% 25% 22% 24% 20% 35% 6% 27% 6% 24% 17% 24% Male Female 32% 26% 28% 46% 0% 32% 12% 29% 29% 20% Mathematics ΑII 16% 19% 26% 26% 29% 23% 32% 11% 28% 15% 24% 28% 33% Students **CWD** 7% 10% 11% 12% 11% 11% 17% 11% 10% 11% CWOD 17% 20% 28% 28% 40% 25% 34% 28% 15% 26% 30% 33% 6% 15% 15% 14% 22% 17% 15% 15% 12% 19% 40% Male 16% 20% 24% 24% 20% 20% 30% 11% 26% 12% 24% Female 16% 18% 28% 28% 26% 33% 10% 30% 19% 28% Grade 8 28% 29% 60% 35% 17% 25% Reading All 27% 30% 23% 41% 11% 32% 6% 27% Students **CWD** 7% 11% 12% 7% 0% 13% CWOD 30% 30% 32% 31% 60% 25% 42% 32% 7% 29% 35% 17% 33% 5% 8% 6% 6% 3% 20% 0% 7% 6% 4% 10% Male 24% 24% 27% 26% 22% 35% 13% 29% 4% 27% 40% Female 31% 32% 35% 33% 24% 49% 35% 10% 35% Mathematics 7% 5% 4% 4% 6% 11% 2% 5% 4% 0% All 4% Students CWD 9% 10% 11% 7% 0% 13% 12% 11% 3% 4% **CWOD** 18% 7% 4% 3% 4% 3% 3% 4% 0% 0% FΙ 6% 4% 2% 2% 0% 14% 3% 2% 0% 5% 7% 5% 5% 13% 3% 0% Male 16% 5% 5% 5% 3% 7% 4% 4% 8% 2% Female 17% 4% 5% ΑII 25% 30% 29% 28% 67% 19% 43% 6% 8% 28% 29% 17% 25% Science 31% Students 10% 6% 0% 0% 6% CWD 7% 6% 6% **CWOD 26%** 32% 31% 30% 67% 22% 44% 31% 10% 32% 30% 17% 33% 5% 15% 8% 8% 5% 20% 0% 10% 8% 7% 10% 25% 28% 60% 21% 41% 32% 7% 40% 27% 6% 28% 28% 46% Female 24% 27% 29% 17% 30% 10% 29% End of Course 40% 88% 88% 87% 89% 88% 100% 81% 97% Algebra I ΑII 36% Students CWD 9% 4% **CWOD 39%** 44% 88% 88% 87% 89% 88% 100% 81% 97% 19% 20% 100% 100% 100% 100% 100% 31% 35% 76% 84% Male 79% 81% 100% 81% Female 40% 100% 97% 97% STAAR Percent at Approaches Grade Level or Above All Grades 83% 72% 86% 33% 83% 54% 75% 80% 71% 63% 73% All Subjects 77% 79% 77% 71% 77% Students 25% 33% 46% 43% 33% 34% 54% 33% 23% 33% 23% CWOD 81% 83% 83% 82% 83% 94% 80% 89% 83% 61% 83% 84% 71% 100% 86% 23% FΙ 62% 65% 54% 54% 53% 60% 61% 54% 56% 52% 64% 56% Male 74% 76% 75% 78% 75% 74% 70% 83% 33% 83% 56% 75% 56% 64% 67% Female 80% 82% 80% 60% 80% 100% 75% 88% 33% 84% 52% 80% 82% 63% 82% Reading ΑII 73% 74% 71% 83% 70% 78% 64% 82% 21% 77% 42% 67% 76% 56% 58% 67% Students CWD 39% 33% 21% 19% 11% 45% 21% 10% 20% 23% 17% **CWOD 78%** 80% 87% 85% 77% 49% 75% 80% 56% 80% 78% 77% 77% 100% 72% 54% 42% 42% 42% 42% 10% 49% 42% 42% 45% 55% EL 42% 64% 20% 60% Male 69% 69% 67% 66% 60% 78% 75% 42% 67% 43% 55% Female 78% 76% 75% 100% 68% 86% 23% 80% 76% 67% 57% 86% 84% 83% 45% 69% 88% Mathematics ΑII 81% 83% 84% 67% 81% 89% 89% 83% 85% 58% 78% Students CWD 53% 53% 45% 47% 39% 59% 45% 37% 46% 41% 17% CWOD 84% 87% 89% 80% 89% 100% 87% 92% 89% 76% 89% 89% 88% 100% 87% 72% 75% 69% 69% 67% 77% 37% 76% 69% 72% 64% 91% EL 79% 82% 83% 83% 73% 80% 88% 46% 89% 72% 71% 60% 82% Male Female 82% 85% 85% 85% 100% 82% 89% 41% 89% 64% 85% 100% 57% 71%

Two Pac More Econ Foster State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Science ΔII 100% 33% 83% 48% 83% 78% 88% 78% 78% Students CWD 51% 47% 33% 35% 21% 33% **CWOD 84%** 86% 82% 100% 89% 83% 79% 67% 100% 83% 78% 52% 86% 17% 61% 69% 48% 48% 45% 60% 52% 48% 52% 43% 79% 82% 78% 100% 74% 85% 31% 86% 52% 60% Male 78% 78% Female 81% 43% 78% STAAR Percent at Meets Grade Level or Above All Grades 43% 48% 43% 47% 74% 38% 63% 14% 52% 21% 51% 39% 19% All Subjects 49% 49% 45% Students CWD 24% 20% 14% 15% 0% 9% 27% 9% 16% 9% 8% 0% 14% CWOD 52% 53% 52% 55% 51% 86% 43% 67% 52% 23% 50% 54% 39% 29% 53% 29% 32% 21% 21% 18% 35% 9% 23% 21% 20% 21% 20% 11% 0% Male 47% 47% 45% 33% 45% 63% 36% 61% 16% 50% 20% 45% 38% 44% 21% 51% Female 52% 53% 51% 60% 50% 93% 41% 66% 9% 54% 41% 31% 41% 43% 50% 67% 9% 15% 38% 49% 25% 44% Reading 42% 34% 58% 47% 17% Students 0% CWD 21% 9% 10% 14% 5% 9% 11% 47% **CWOD 50%** 49% 47% 60% 46% 80% 38% 62% 17% 43% 52% 25% 33% 53% 7% 15% EL 23% 26% 15% 15% 13% 27% 17% 14% 17% 9% 55% 0% 36% 43% 42% 38% 52% 11% 43% 14% 14% Male 38% 31% 38% 49% 29% Female 51% 51% 48% 86% 52% 33% 49% 37% 65% 5% 57% 50% Mathematics ΑII 51% 51% 52% 33% 51% 72% 42% 67% 18% 56% 27% 50% 53% 17% 44% Students CWD 26% 23% 18% 19% 11% 36% 18% 13% 14% 20% **CWOD** 54% 54% 56% 40% 55% 87% 47% 70% 56% 30% 56% 56% 50% 17% 53% EL 37% 38% 27% 27% 24% 46% 13% 30% 27% 27% 28% 36% 50% 55% 41% 20% 56% 27% 0% 45% Female 51% 52% 100% 14% 28% 53% 44% 29% 43% 52% 68% 56% Science ΑII 53% 52% 51% 100% 42% 68% 17% 56% 50% 54% 50% 38% Students CWD 19% CWOD 56% 59% 56% 54% 100% 46% 69% 56% 19% 56% 56% 50% 50% EL 26% 32% 17% 17% 13% 30% 0% 19% 17% 19% 14% 60% Male 53% 55% 50% 49% 100% 39% 71% 19% 56% 19% 50% 54% 66% Female 53% 57% 54% 53% 46% 56% 14% STAAR Percent at Masters Grade Level All Grades All Subjects 22% 26% 14% 25% 52% 19% 37% 6% 28% 8% 23% 29% 16% 4% 23% Students CWD 8% 6% 6% 6% 0% 4% 10% 6% 5% 7% 2% 0% 0% 18% 28% 16% CWOD 25% 24% 28% 27% 61% 39% 9% 26% 31% 21% 7% 28% 13% 5% 8% 7% 0% 11% 8% 8% 6% 19% 9% 9% EL 8% 0% 41% Male 22% 21% 23% 23% 33% 7% 26% 7% 23% 0% 26% 17% 6% 6% Female 24% 29% 40% 28% 73% 21% 42% 2% 31% 9% 29% 23% 18% Reading 18% 24% 23% 56% 4% 20% 29% 6% 8% 28% All 20% 17% 17% 35% 27% 5% Students CWD 5% 4% 5% 4% 6% 0% 20% 38% 27% 6% 23% 6% **CWOD** 20% 27% 26% 67% 19% 31% 17% 33% 8% 10% 4% EL 5% 5% 3% 15% 3% 6% 5% 7% 0% Male 15% 20% 20% 36% 15% 29% 6% 23% 4% 20% 0% 0% 27% Female 23% 21% 29% 27% 86% 19% 43% 0% 31% 7% 29% 11% 14% 29% 26% 44% 29% Mathematics 17% 26% 20% 36% 8% 29% 11% 24% 25% 0% 17% Students CWD 11% 6% 8% 8% 6% 14% 8% 9% 5% 0% 20% 29% 25% **CWOD 28%** 28% 29% 28% 53% 23% 38% 12% 27% 32% 0% 20% 7% 12% 11% FΙ 16% 17% 11% 11% 9% 23% 11% 12% 18% 36% 25% 9% 11% 14% 0% 18% Male 25% 24% 24% 19% 33% 27% 24% 29% Female 26% 29% 57% 39% 5% 32% 12% 33% 0% 14% 29% 23% Science ΑII 24% 26% 29% 28% 67% 19% 43% 6% 31% 8% 28% 29% 17% 25% Students 8% 9% 6% 6% 0% 0% 6% **CWD** 6% **CWOD 26%** 27% 31% 30% 67% 22% 44% 31% 10% 32% 30% 17% 33% 13% 8% 8% 20% 0% 10% 8% 10% 28% 27% 60% 6% 7% 28% 40%

28%

29%

24%

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)

46%

10%

29%

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

Indicates zero observations reported for this group.

	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	63	*	63	74	-	*	-	-	61	40	56
CWD	40	-	40	*	-	-	-	-	37	40	42
CWOD	66	*	66	82	-	*	-	-	65	-	59
EL	56	-	56	-	-	-	-	-	56	42	56
Male	58	*	58	65	-	*	-	-	57	37	53
Female	70	*	69	86	-	-	-	-	68	45	60
Mathematics											
All Students	66	*	66	76	-	*	-	-	63	46	53
CWD	46	-	46	*	-	-	-	-	44	46	39
CWOD	69	*	68	86	-	*	-	-	65	-	56
EL	53	-	53	-	-	-	-	-	51	39	53
Male	63	*	62	70	-	*	-	-	59	48	49
Female	70	*	70	86	-	-	-	-	67	40	60

Part (iii)(II): Graduation Rate

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

								Two					
								or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort	t Graduatio	n Rate (Gr	9-12): Clas	s of 201	8								
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.

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
170	33	19%

- 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 Achiev			Hispanic e: STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	50	43	50	70	*	*	-	-	43	18	28
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

Ever EL in grades 9-12

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	Υ		Υ						Υ	N	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		Υ						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
English Learner Language Profi	ciency Statu	ıs									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met 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.

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 Participatio				African			American		Pacific	Two or More	Econ	Non Econ						
All Subjects			Campus	Americar	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Students	Participation Ra	ate	·		•													
CWOD	•		100%	100%	100%	100%	*	*	-	-	100%	100%	99%	100%	100%	100%	100%	100%
EL 100% - 100% 100%		CWD	99%	*	99%	100%	-	-	-	-	98%	100%	99%	-	100%	100%	96%	-
Male 100% 100% 100% 100% 100% * * * * - - 100% 100% 100% 100% 100% 100% - 100% 1		CWOD	100%	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	100%
Reading All 100%		EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
Reading All 100% 100% 100% 100% * * * 100% 100% 99% 100% 1		Male	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	-	100%
Students CWD 99% * 99% * 98% 100% 99% - 100% 100% 96% - CWOD 100% 100% 100% 100% * * - 100% 100% 100% 100% 100% 100% 100% 10		Female	100%	100%	100%	100%	-	-	-	-	99%	100%	96%	100%	100%	-	100%	100%
CWD 99% * 99% * 98% 100% 99% - 100% 100% 96% - CWOD 100% 100% 100% 100% * * 100% 100% 100% 100% 100% 100% 100%	•		100%	100%	100%	100%	*	*	-	-	100%	100%	99%	100%	100%	100%	100%	100%
CWOD 100% 100% 100% 100% * * * 100% 100% 100% 100% 100% 100% 100%																		
EL 100% - 100% 100% 100% 100%						*	-	-	-	-			99%					-
Male 100% * 100% 100% * * - 100% 100% * * - 100% 100% 100% 100% 100% 100% 100% 10		CWOD	100%	100%	100%	100%	*	*	-	-	100%		-	100%		100%	100%	100%
Mathematics All 100% 100		EL	100%	-	100%	-	-	-	-	-							100%	
Mathematics All 100% 100% 100% 100% 100% 100% 100% 10		Male						*	-	-						100%	-	
Students CWD 99% * 99% * 98% 100% 100% 100% 100% 100% 100% 100% 10		Female	100%	*	100%	100%	-	-	-	-	99%	100%	96%	100%	100%	-	100%	100%
CWD 99% * 99% * 98% 100% 99% - 100% 100% 96% - CWOD 100% 100% 100% 100% * * - 100% 100% 100% 100% 100% 100% 100% 10			100%	100%	100%	100%	*	*	-	-	100%	100%	99%	100%	100%	100%	100%	100%
CWOD 100% 100% 100% 100% * * 100% 100% - 100% 100% 100% 100% 100																		
EL 100% - 100% 100% 100% 100% 100% 10			99%	*		*	-	-	-	-	98%		99%					-
== ::::::::::::::::::::::::::::::::::::		CWOD	100%	100%	100%	100%	*	*	-	-	100%	100%	-	100%	100%	100%	100%	100%
Male 100% * 100% 100% * * 100% 100% 100% 100% 100% 100% - 100%		EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
		Male	100%	*	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	-	100%

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).

Two or Non Pacific More Econ **Econ** African American Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL Male Female Migrant Female 100% 100% 100% 99% 100% 96% 100% 100% 100% 100% % %

0-1	A.II	4000/	*	4000/	4000/					4000/	4000/	4000/	4000/	4000/	4000/	4000/	4000/
Science	All Students	100%	-	100%	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%	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%	*
Non-Participat				,						,.			,			,	
All Subjects	All	0%	0%	0%	0%	*	*	_	_	0%	0%	1%	0%	0%	0%	0%	0%
7 Gazjeete	Students		0,70	0,0								. , 0	0,70		0,0	0,0	0,0
	CWD	1%	*	1%	0%	-	-	-	-	2%	0%	1%	-	0%	0%	4%	-
	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%	-	0%
	Female	0%	0%	0%	0%	-	-	-	-	1%	0%	4%	0%	0%	-	0%	0%
Reading	All	0%	0%	0%	0%	*	*	-	_	0%	0%	1%	0%	0%	0%	0%	0%
-	Students																
	CWD	1%	*	1%	*	-	-	-	-	2%	0%	1%	-	0%	0%	4%	-
	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%	-	-	-	-	1%	0%	4%	0%	0%	-	0%	0%
Mathematic	s All	0%	0%	0%	0%	*	*	_	_	0%	0%	1%	0%	0%	0%	0%	0%
	Students																
	CWD	1%	*	1%	*	-	-	-	_	2%	0%	1%	-	0%	0%	4%	-
	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%	-	-	-	-	1%	0%	4%	0%	0%	-	0%	0%
Science	All	0%	*	0%	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%	0%	0%
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	_	-	-	_	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	0%	*

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

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)

Students Without Disabilitie	es	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)
In-School Suspensions											
	Male	31	0	29	2	0	0	0	0	5	
	Female	16	0	14	2	0	0	0	0	8	
	Total	47	0	43	4	0	0	0	0	13	
Out-of-School Suspensions											
	Male	14	0	14	0	0	0	0	0	2	
	Female	7	0	7	0	0	0	0	0	4	
	Total	21	0	21	0	0	0	0	0	6	
Expulsions											
With Educational Services	Male	11	0	11	0	0	0	0	0	2	
	Female	5	0	5	0	0	0	0	0	2	
	Total	16	0	16	0	0	0	0	0	4	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
OCI VICES	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	

^{...} Indicates zero observations reported for this group.

		Total	African American	Hisnanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	Disabilities	304)
	Female Total	0 0	0 0	0 0	0 0	0 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	14	0	14	0	0	0	0	0	5		5
	Female	5	0	5	0	0	0	0	0	2		2
	Total	19	0	19	0	0	0	0	0	7		7
Out-of-School Suspensions												
	Male	7	0	7	0	0	0	0	0	4		5
	Female	4	0	4	0	0	0	0	0	2		4
	Total	11	0	11	0	0	0	0	0	6		9
Expulsions												
With Educational Services	Male	5	0	5	0	0	0	0	0	2		2
	Female	2	0	2	0	0	0	0	0	2		2
	Total	7	0	7	0	0	0	0	0	4		4
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	22	0	20	2	0	0	0	0	5	2	2
	Female	19	0	14	5	0	0	0	0	5	2	8
	Total	41	0	34	7	0	0	0	0	10	4	10

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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

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

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

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 4.0	Percent 9.2%
Teachers Teaching with Emergency or Provisional Credentials	2.0	4.8%
Teacher Who Are Not Teaching in the Subject or Field for Which	3.4	8.2%

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%	-	-
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%	*	0%
Mathematics	6,036	1%	*	0%	*	0%
Crada 7						

Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Reading	State Number of ALT2 5,616	State Rate of ALT2 1%	District Number of ALT2 7	District Rate of ALT2 2%	Campus Number of ALT2 5	Campus Rate of ALT2 2%
Mathematics	5,616	2%	7	2%	5	2%
Grade 8 Reading	5,251	1%	6	1%	*	2%
Mathematics	5,254	2%	6	2%	*	2%
Science	5,250	1%	6	1%	*	2%
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%	21	1%
Reading	45,064	1%	51	1%	9	1%
Mathematics	40,350	1%	44	1%	9	1%
Science	16,337	1%	19	1%	*	2%

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

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belov	w Basic	% At or At	ove Basic	Profi	icient	% At Ac	lvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		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

Indicates zero observations reported for this group.

% At or Ahove

							/0 AL U	ADOVE		
			% Belo	w Basic	% At or Al	oove Basic	Prof	icient	% At Ac	dvanced
Grade Subject	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	•	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.

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.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.