# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: DEANNA DAVENPORT EL Campus ID: 071907102 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 Goa	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 of	or Above)										
Reading/ELA	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 82% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 54% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	A-Year Longitudinal Rate <sup>A</sup> Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

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

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

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

(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)

		State	District	Campus	Afr Ame	r Hisnanic	White	Ame				Econ Disady		CWD	CWOD	FI	Male	Female I	Migrant Homeles	Foste	
STAAR Perc				•		•	Winte	ina	Asian	151	Rucco	Disauv	Distar	ond	01100		maie	i cinale i	ingrant nomeres	5 Guic	wintery
Grade 3	ent at Ap	JIUa	1163 0			ADOVE															
Reading	All	75%	80%	83%	-	84%	*	_	_		_	81%	*	*	86%	81%	81%	85%	* *	_	_
rteading	Students	10/0	0070	0070		0470						01/0			0070	0170	0170	0070			
	CWD	49%	43%	*	-	*	-	_	_	_	_	*	_	*	-	*	*	*		_	_
	CWOD		84%	86%	_	87%	*	_				84%	*	-	86%	88%	88%	83%	* *	_	_
	EL	69%	77%	81%		81%	_					79%	*	*	88%	81%		85%	* *		
	Male	73%	75%	81%	-	80%	*	_	-	-	-	80%	*	*		79%		-	*	_	_
	Female		87%	85%	-	89%	*	-	-	-	-	82%	*	*	83%	85%	-	85%	* _	-	-
Mathemati		78%	80%	83%	-	81%	*	-	-	-	-	81%	*	*	88%	81%	77%	90%	* *	-	-
	Students					*						*						*			
	CWD	52%	43%	*	-		-	-	-	-	-		-	*		*	*			-	-
	CWOD		84%	88%	-	87%	*	-	-	-	-	87%	*	-	88%		83%	94%	* *	-	-
	EL	75%	77%	81%	-	81%	-	-	-	-	-	79%	*	*	88%	81%		92%	* *	-	-
	Male	78%	80%	77%	-	76%	*	-	-	-	-	76%	*	*			77%	-	- *	-	-
	Female	78%	82%	90%	-	89%	*	-	-	-	-	88%	*	*	94%	92%	-	90%	* -	-	-
Grade 4																					
Reading	All	74%	75%	67%	-	67%	*	-	-	-	-	67%	67%	60%	68%	65%	59%	77%	- *	-	*
	Students	4 4 0 1	450/	<b>60</b> %		000/						000/		000/		*	000/				
	CWD	44%	45%	60%	-	60%	-	-	-	-	-	60%	-	60%	-		60%	-		-	-
	CWOD		79%	68%	-	67%	*	-	-	-	-	68%	67%	- *		67%	59%	77%	- *	-	*
	EL	64%	70%	65%	-	65%	-	-	-	-	-	66%	60%		67%	65%		73%		-	-
	Male	71%	74%	59%	-	59%	-	-	-	-	-	58%	*	60%	59%	58%		-	- *	-	*
	Female	11%	77%	77%	-	76%	*	-	-	-	-	79%	*	-	77%	73%	-	77%		-	-
Mathematio		74%	75%	76%	-	75%	*	-	-	-	-	77%	67%	80%	75%	82%	74%	77%	- *	-	*
	Students																				
	CWD	46%		80%	-	80%	-	-	-	-	-	80%		80%	-	*	80%	-	- *	-	-
	CWOD		76%	75%	-	74%	*	-	-	-	-	76%	67%	-	75%		73%	77%	- *	-	*
	EL	69%	74%	82%	-	82%	-	-	-	-	-	86%	60%	*	83%	82%		93%	- *	-	-
	Male	74%	74%	74%	-	74%	-	-	-	-	-	75%	*	80%	73%		74%	-	- *	-	*
	Female	74%	75%	77%	-	76%	*	-	-	-	-	79%	*	-	77%	93%	-	77%		-	-
Grade 5																					
Reading	All	86%	91%	91%	-	91%	*	-	-	-	-	92%	86%	63%	95%	89%	88%	94%	- *	-	-
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	CWD	55%	64%	63%	-	63%	-	-	-	-	-	71%	*	63%	-	50%	*	*		-	-
	CWOD		94%	95%	-	95%	*	-	-	-	-	94%	100%	-	95%		93%	97%	- *	-	-
	EL	77%	86%	89%	-	89%	-	-	-	-	-	91%	*	50%	95%		83%	95%	- *	-	-
	Male	83%	87%	88%	-	88%	*	-	-	-	-	90%	*	*	93%	83%		-		-	-
	Female		95%	94%	-	94%	-	-	-	-	-	93%	*	*	97%	95%	-	94%	- *	-	-
Mathematio	cs All Students	89%	92%	88%	-	88%	*	-	-	-	-	88%	86%	75%	90%	84%	97%	79%	- *	-	-
	CWD	68%	76%	75%	-	75%	-	-	-	-	-	71%	*	75%	-	67%	*	*		-	-
	CWOD		94%	90%	_	89%	*	-	-	-	-	90%	83%		90%		100%	79%	- *	-	-
	EL	85%	87%	84%	-	84%	-	_	_	_	-	86%	*	- 67%	87%		96%	73%	_ *	_	_
	Male	88%	93%	97%	-	97%	*	_	_	_	_	97%	*	*		96%		-		-	_
	Female		91%	<b>79%</b>	-	79%	-	-	-	-	-	79%	*	*		73%	-	79%	- *	-	_
Science	All	74%	77%	66%	-	65%	*	-	-	-	-	64%	75%	25%	71%	59%	76%	55%	- *	-	-
	Students CWD	45%	43%	25%	_	25%	_	_	_	_	_	29%	*	25%	_	33%	*	*		_	_
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	EL	60%	69%	59%	-	59%	-	-	-	-	-	60%	*	- 33%	63%	59%		50%	_ *	-	-
	Male	74%	77%	59% 76%	-	76%	*	-	-	-	-	77%	*	*	83%	67%	76%	50%	-	-	-
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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

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Reading	All 44% Students	52%	41%	-	44%	*	-	-	-	-	40%	*	*	45%	41%	42%	40%	*	*	-
	CWD 26%	6 27%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-
	CWOD 469		45%	-	49%	*	-	-	-	-	45%	*	-	45%	46%		44%	*	*	-
	EL 35%		41%	-	41%	-	-	-	-	-	38%	*	*	46%		36%	46%	*	*	-
	Male 419		42%	-	44%	*	-	-	-	-	40%	*	*	46%		42%	-	-	*	-
	Female 47%	58%	40%	-	44%		-	-	-	-	41%			44%	46%	-	40%		-	-
Mathematic	cs All 48%	53%	48%	-	47%	*	-	-	-	-	48%	*	*	52%	44%	50%	45%	*	*	-
	Students														*	*	*			
	CWD 30% CWOD 50%		* 52%	-	* 51%	-	-	-	-	-	* 53%	-	*	- 52%	* 50%		* 50%	- *	-	-
	EL 419		52 % 44%	-	44%	_	-	-	-	-	42%	*	*	52% 50%	44%		46%	*	*	-
	Male 49%		50%	-	48%	*	-	_	_	-	48%	*	*	54%	43%			-	*	-
	Female 46%	58%	45%	-	44%	*	-	-	-	-	47%	*	*	50%	46%	-	45%	*	-	-
rada 1																				
rade 4 Reading	All 43%	6 40%	33%	-	31%	*	-	_	_	-	35%	17%	0%	36%	32%	30%	36%	_	*	-
rtodding	Students	1070	0070		0170						0070	11 /0	070	0070	0270	0070	0070			
	CWD 249	6 26%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	*	-
	CWOD 46%		36%	-	35%	*	-	-	-	-	39%	17%	-	36%		36%	36%	-	*	-
	EL 30%		32%	-	32%	-	-	-	-	-	34%	20%	*	37%	32%	26%	40%	-	*	-
	Male 41%		30%	-	30%	-	-	-	-	-	33%	*	0%	36%		30%	-	-	*	-
	Female 46%	5 42%	36%	-	33%		-	-	-	-	37%		-	36%	40%	-	36%	-	-	-
Mathematic	cs All 46%	5 40%	31%	-	29%	*	-	-	-	-	33%	17%	20%	32%	35%	33%	27%	-	*	-
	Students																			
	CWD 279		20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	20%	-	-	*	-
	CWOD 49%		32%	-	30%	~	-	-	-	-	34%	17%	- *	32%	37% 35%	36%	27%	-	*	-
	EL 39% Male 48%		35% 33%	-	35% 33%	-	-	-	-	-	38% 33%	20% *	* 20%	37% 36%	35% 42%	42% 33%	27%	-	*	-
	Male 48% Female 45%		33% 27%	-	33% 24%	*	-	-	-	-	33% 32%	*	∠U% -	36% 27%	42% 27%	-	- 27%	-	-	-
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rade 5																				
Reading	All 53%	53%	37%	-	36%	*	-	-	-	-	37%	43%	13%	41%	37%	38%	36%	-	*	-
	Students CWD 27%	5 29%	13%	-	13%	_	_	_	_	_	14%	*	13%	-	0%	*	*	_	_	_
	CWOD 569		41%	-	40%	*	-	_	_	-	40%	50%	-	41%	43%	43%	38%	_	*	_
	EL 36%		37%	-	37%	-	-	-	-	-	37%	*	0%	43%	37%		36%	-	*	-
	Male 50%		38%	-	36%	*	-	-	-	-	42%	*	*	43%	38%	38%	-	-	-	-
	Female 56%	56%	36%	-	36%	-	-	-	-	-	31%	*	*	38%	36%	-	36%	-	*	-
Mathematic	cs All 57%	58%	52%	-	51%	*	-	-	-	-	53%	43%	25%	55%	49%	61%	42%	-	*	-
	Students																			
	CWD 319		25%	-	25%	-	-	-	-	-	29%	*	25%	-	17%	*	*	-	-	-
	CWOD 60% EL 46%		55% 49%	-	54% 49%	î	-	-	-	-	56%	50% *	- 17%	55% 54%	54% 49%		45% 36%	-	*	-
	EL 46% Male 56%		49% 61%	-	49% 59%	*	-	-	-	-	52% 63%	*	17%	54% 66%	49% 61%		- 30%	-		-
	Female 57%		42%	-	42%	-	-	-	-	-	41%	*	*	45%	36%	-	- 42%	-	*	-
	r cindic or /	01/0	-12 /0		1270						1170			10 /0	0070		1270			
Science	All 48%	51%	37%	-	36%	*	-	-	-	-	36%	50%	0%	42%	28%	44%	30%	-	*	-
	Students	0.50/	00/		00/						00/	*	00/		00/	*	*			
	CWD 27% CWOD 50%		0% 42%	-	0% 41%	*	-	-	-	-	0% 40%	57%	0%	- 42%	0% 33%	50%	34%	-	*	-
	EL 319		28%	-	28%	-	-	-	-	-	29%	*	0%	33%	28%		23%	-	*	-
	Male 50%		44%	-	42%	*	-	-	-	-	43%	*	*	50%	33%		-	-	-	-
	Female 45%		30%	-	30%	-	-	-	-	-	28%	*	*	34%	23%	-	30%	-	*	-
AR Perc	ent at Master	s Grade	e Level																	
rade 3 Reading	All 27%	a 33%	20%	-	21%	*	-	-	-	-	19%	*	*	21%	19%	19%	20%	*	*	-
0	Students																			
	CWD 109		*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-
	CWOD 29% EL 19%		21% 19%	-	23% 19%	~	-	-	-	-	21% 17%	*	- *	21% 21%	21%	21% 7%	22% 31%	*	*	-
	Male 24%		19% 19%	-	20%	*	-	-	-	-	17% 20%	*	*	21% 21%	19% 7%	7% 19%	31%	_	*	-
	Female 29%		20%	-	20%	*	-	-	-	-	18%	*	*	21%	31%	-	20%	*	-	-
															_					
Mathematic	cs All 24% Students	5 30%	22%	-	23%	*	-	-	-	-	21%	*	*	24%	22%	27%	15%	*	*	-
	CWD 129	5%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-
	CWOD 25%	33%	24%	-	26%	*	-	-	-	-	24%	*	-	24%	25%		17%	*	*	-
	EL 18%		22%	-	22%	-	-	-	-	-	21%	*	*	25%	22%		23%	*	*	-
	Male 26% Female 22%		27% 15%	-	28% 17%	*	-	-	-	-	28% 12%	*	*	29% 17%	21% 23%	27% -	- 15%	- *	*	-
		JZ70	15%	-	17 /0		-	-	-	-	12 70			1770	2070	-	10 /0		-	-
rade 4																				
Reading	All 21%	5 <b>19</b> %	10%	-	10%	*	-	-	-	-	12%	0%	0%	11%	9%	7%	14%	-	*	-
Reauling	Students	5%	0%	_	0%	_	_	_	_	_	0%	-	0%	_	*	0%	_	_	*	_
rteauing		U70	U 70	-		-	-	-	-	-	0% 13%	- 0%		- 11%	10%	0% 9%	- 14%	-		-
Reading	CWD 8%		11%	-	12%	*	-											-		
Reading	CWOD 239	5 <b>21</b> %	11% 9%	-	12% 9%	-	-	-	-	-			- *					-	*	-
Reading		5 21% 5 12%	11% 9% 7%		12% 9% 7%	-	-	-	-	-	10% 8%	0% 0% *		10% 9%	9% 5%	9% 5% 7%	13%	-	*	-

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2/28/2020										2018	8-19 Fe	ederal R	Report (	Card								
											Two											
		State	District	Campus	Afr Amer	Hispanio	: White	Ame Ind				Econ Disadv		CWD	CWOE	) EL	Male	Female	Migrant I	lomeless	Foster Care	Military
Mathematics	A II	27%	22%	16%		17%	*					160/	170/	200/	160/	210/	100/	14%	-	*		*
	Students	21 70	2270	10%	-			-	-	-	-	16%	17%	20%	1070	21%	1970	14 70	-		-	
	CWD CWOD	13%	10% 23%	20% 16%	-	20% 16%	-	-	-	-	-	20% 16%	- 17%	20%	- 16%	*	20% 18%	- 14%	-	*	-	-
	EL	20%	17%	21%	-	21%	-	-	-	-	-	21%	20%	*	20%	20%		13%	-	*	-	-
	Male	29%	24%	19%	-	19%	-	-	-	-	-	17%	*	20%	18%		19%	-	-	*	-	*
	Female	25%	19%	14%	-	14%	-	-	-	-	-	16%	-	-	14%	13%	-	14%	-	-	-	-
Grade 5																						
Reading	All	29%	24%	16%	-	15%	*	-	-	-	-	17%	14%	13%	17%	11%	15%	18%	-	*	-	-
	Students CWD	9%	9%	13%	-	13%	-	-	-	-	-	14%	*	13%	-	0%	*	*	-	-	-	-
	CWOD		26%	17%	-	16%	*	-	-	-	-	17%	17%	-	17%		17%	17%	-	*	-	-
	EL Male	14% 26%	17% 22%	11% 15%	-	11% 12%	*	-	-	-	-	9% 16%	*	0% *	13% 17%	11% 4%	4% 15%	18% -	-	-	-	-
	Female	31%	28%	18%	-	18%	-	-	-	-	-	17%	*	*	17%	18%	-	18%	-	*	-	-
Mathematics	All	36%	35%	26%	-	25%	*	_	_	_	_	27%	14%	0%	29%	20%	33%	18%	_	*	_	_
	Students	0070	0070	2070										070	2070		0070	1070				
	CWD CWOD	14%	6% 39%	0% 29%	-	0% 28%	- *	-	-	-	-	0% 31%	* 17%	0% -	- 29%	0%	* 38%	* 21%	-	-	-	-
	EL	24%	28%	29%	-	20%	-	-	-	-	-	21%	*	- 0%	29%	20%		21% 9%	-	*	-	-
	Male	36%	36%	33%	-	31%	*	-	-	-	-	37%	*	*	38%		33%	-	-	-	-	-
	Female	35%	34%	18%	-	18%	-	-	-	-	-	17%	î	•	21%	9%	-	18%	-	Â	-	-
Science	All	23%	26%	12%	-	11%	*	-	-	-	-	10%	25%	0%	14%	9%	18%	6%	-	*	-	-
	Students	110/	110/	09/		0%						00/	*	00/		00/	*	*				
	CWD CWOD	11% 25%	11% 28%	0% 14%	-	0% 12%	*	-	-	-	-	0% 12%	29%	0% -	- 14%	0% 10%	20%	7%	-	-	-	-
	EL	11%	20%	9%	-	9%	-	-	-	-	-	7%	*	0%	10%	9%	13%	5%	-	*	-	-
	Male Female	25%	28% 24%	18% 6%	-	15% 6%	-	-	-	-	-	17% 3%	*	*	20% 7%	13% 5%	18% -	- 6%	-	- *	-	-
	. onnaio			• / •		0,0						0,0			. ,0	0,0		0,0				
STAAR Percei	nt at Ani	nroad	hos G	ado Lov	ol or	Abovo																
All Grades		produc	1163 01			Above																
All Subjects	All	77%	79%	79%	-	79%	91%	-	-	-	-	79%	81%	55%	82%	77%	80%	79%	*	58%	-	*
	Students CWD	46%	43%	55%	_	55%	_	_	_	_	_	56%	*	55%	_	50%	50%	63%	_	*	_	_
	CWOD		83%	82%	-	82%	91%	-	-	-	-	82%	85%	-	82%	81%	84%	80%	*	60%	-	*
	EL	62%	65%	77%	-	77%	-	-	-	-	-	78%	69%	50%	81%		76%	79%	*	71%	-	-
	Male Female	74% 80%	76% 82%	80% 79%	-	79% 79%	100% 83%	-	-	-	-	80% 78%	78% 83%	50% 63%	84% 80%	76% 79%	80% -	- 79%	*	33% 83%	-	-
		700/	7 40/	<b>0</b> 4 9 /		000/	000/					0.4.0/	000/	500/	0.40/	700/		070/		400/		
Reading	All Students	73%	74%	81%	-	82%	80%	-	-	-	-	81%	82%	59%	84%	79%	77%	87%	×	40%	-	*
	CWD	39%	33%	59%	-	59%		-	-	-	-	63%	*	59%	-		45%	83%	-	*	-	-
	CWOD EL	78% 54%	78% 55%	84% 79%	-	84% 79%	80%	-	-	-	-	84% 80%	88% 73%	- 46%	84% 84%	84% 79%	82% 74%	87% 86%	*	*	-	-
	Male	69%	69%	77%	-	76%	*	-	-	-	-	78%	71%	45%	82%		77%	-	-	*	-	*
	Female	78%	80%	87%	-	88%	*	-	-	-	-	86%	90%	83%	87%	86%	-	87%	*	*	-	-
Mathematics	All	81%	83%	83%	-	82%	100%	-	-	-	-	83%	82%	65%	85%	83%	84%	81%	*	60%	-	*
	Students		500/			050/						000/		050/		000/	0.40/	070/				
	CWD CWOD	53% 84%	53% 87%	65% 85%	-	65% 84%	- 100%	-	-	-	-	63% 85%	81%	65% -	- 85%		64% 87%	67% 83%	- *	*	-	- *
	EL	72%	75%	83%	-	83%	-	-	-	-	-	84%	73%	62%	86%	83%	82%	84%	*	*	-	-
	Male Female	79%	82% 85%	84% 81%	-	83% 81%	*	-	-	-	-	84% 82%	86%	64% 67%	87% 83%	82% 84%	84% -	- 81%	- *	*	-	*
	i cilidite	0270	00%	01/0	-	0170		-	-	-	-	02 /0	80%	01 70	00%	0470	-	0170			-	-
Science	All	80%	83%	66%	-	65%	*	-	-	-	-	64%	75%	25%	71%	59%	76%	55%	-	*	-	-
	Students CWD	51%	47%	25%	-	25%	-	-	-	-	-	29%	*	25%	-	33%	*	*	-	_	-	-
	CWOD	84%	86%	71%	-	71%	*	-	-	-	-	69%	86%	-	71%	63%	83%	59%	-	*	-	-
	EL Male	61% 79%	69% 82%	59% 76%	-	59% 76%	- *	-	-	-	-	60% 77%	*	33%	63% 83%		67% 76%	50%	-	*	-	-
	Female		84%	55%	-	55%	-	-	-	-	-	52%	*	*	59%			55%	-	*	-	-
STAAR Percer	nt at Me	ets G	rade L	evel or A	bove	e																
All Grades	A.II	400/	400/	400/		200/	640/					400/	300/	100/	140/	200/	420/	370/	*	400/		*
All Subjects	All Students	49%	49%	40%	-	39%	64%	-	-	-	-	40%	38%	10%	44%	30%	43%	37%	~	42%	-	
	CWD	24%	20%	10%	-	10%	-	-	-	-	-	10%	*	10%	-	6%	8%	13%	- *	*	-	-
	CWOD EL	52% 29%	53% 32%	44% 38%	-	43% 38%	64% -	-	-	-	-	44% 39%	41% 31%	- 6%	44% 42%		48% 40%	39% 35%	*	50% 43%	-	-
	Male	47%	47%	43%	-	42%	80%	-	-	-	-	44%	33%	8%	48%	40%	43%	-	-	0%	-	*
	Female	52%	53%	37%	-	36%	50%	-	-	-	-	36%	42%	13%	39%	35%	-	37%	*	83%	-	-
Reading	All	47%	46%	37%	-	37%	40%	-	-	-	-	37%	35%	6%	41%	36%	37%	37%	*	20%	-	*
	Students											<u> </u>	*							•		
	CWD CWOD	21% 50%	17% 49%	6% 41%	-	6% 41%	- 40%	-	-	-	-	6% 41%	* 38%	6% -	- 41%	0% 41%	0% 42%	17% 39%	- *	*	-	- *
	EL	23%	26%	36%	-	36%	-	-	-	-	-	36%	36%	0%	41%	36%	33%	40%	*	*	-	-
	Male Female	43%	42% 51%	37% 37%	-	36% 38%	*	-	-	-	-	39% 35%	14% 50%	0% 17%	42% 39%	33% 40%	37% -	- 37%	- *	*	-	*
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		State	District	Compus		Liononio									~~~	EI	Mala	Fomolo	Migraph	Homolooo		
Mathematic		51%	51%	Campus 44%	Amer	43%	80%	ina	Asian	ISI	Races	45%							migrant	Homeless 40%	Care	Military
Mathematics		51%	51%	44%	-	43%	80%	-	-	-	-	45%	35%	18%	47%	43%	49%	39%		40%	-	
	Students	000/	000/	400/		400/						400/	*	400/		4 = 0/	400/	470/				
	CWD	26%	23%	18%	-	18%	-	-	-	-	-	19%		18%	-	15%		17%	-	*	-	-
	CWOD		54%	47%	-	46%	80%	-	-	-	-	48%	38%	-	47%	47%		41%	Ŷ		-	^
	EL	37%	38%	43%	-	43%	-	-	-	-	-	45%	27%	15%	47%		50%	36%			-	-
	Male	50%	50%	49%	-	48%	Ĵ	-	-	-	-	49%	43%	18%	53%		49%	-	-		-	^
	Female	51%	52%	39%	-	38%	*	-	-	-	-	40%	30%	17%	41%	36%	-	39%	*	*	-	-
Science	All	53%	56%	37%	-	36%	*	-	-	-	-	36%	50%	0%	42%	28%	44%	30%	-	*	-	-
	Students																					
	CWD	25%	22%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	*	-	-	-	-
	CWOD	56%	59%	42%	-	41%	*	-	-	-	-	40%	57%	-	42%	33%	50%	34%	-	*	-	-
	EL	26%	32%	28%	-	28%	-	-	-	-	-	29%	*	0%	33%	28%	33%	23%	-	*	-	-
	Male	53%	55%	44%	-	42%	*	-	-	-	-	43%	*	*	50%	33%	44%	-	-	-	-	-
	Female		57%	30%	-	30%	-	-	_	_	-	28%	*	*	34%	23%		30%	_	*	-	_
	i cinaic	0070	01/0	0070		0070						2070			0470	2070		0070				
			<b>~</b>																			
STAAR Perce	nt at Ma	sters	Grade	Level																		
All Grades																						
All Subjects	All	23%	22%	17%	-	17%	27%	-	-	-	-	18%	17%	5%	19%	15%	20%	15%	*	8%	-	*
· · · <b>,</b> · · · ·	Students																					
	CWD	8%	6%	5%	_	5%	-	-	_	_	-	5%	*	5%	-	3%	4%	6%	_	*	-	_
	CWOD		24%	19%	_	19%	27%					19%	18%	-	19%	17%		16%	*	10%		*
	EL	11%			-		21 /0	-	-	-	-		19%	- 3%	17%			15%	*	0%	-	
			13%	15%		15%		-	-	-	-	15%				15%					-	-
	Male	22%	21%	20%	-	19%	60%	-	-	-	-	21%	11%	4%	22%		20%		-	0%	-	*
	Female	24%	24%	15%	-	15%	0%	-	-	-	-	14%	21%	6%	16%	15%	-	15%	*	17%	-	-
Reading	All	20%	18%	15%	-	15%	20%	-	-	-	-	16%	12%	6%	17%	12%	14%	17%	*	0%	-	*
	Students																					
	CWD	7%	5%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	0%	0%	17%	-	*	-	-
	CWOD		20%	17%	-	16%	20%	_	_	-	-	17%	13%	-	17%	14%		17%	*	*	-	*
	EL	8%	10%	12%	_	12%	-					11%	18%	0%	14%	12%		20%	*	*		
							*	-	-	-	-										-	-
	Male	17%	15%	14%	-	13%	*	-	-	-	-	15%	0%	0%	16%	5%	14%	-	-	*	-	^
	Female	23%	21%	17%	-	18%	*	-	-	-	-	17%	20%	17%	17%	20%	-	17%	*	*	-	-
Mathematics	s All	26%	26%	22%	-	22%	20%	-	-	-	-	22%	18%	6%	24%	21%	27%	16%	*	20%	-	*
	Students																					
	CWD	11%	6%	6%	-	6%	-	-	-	-	-	6%	*	6%	-	8%	9%	0%	-	*	-	-
	CWOD		28%	24%	_	24%	20%	_	_	-	_	24%	19%	-	24%	23%		17%	*	*	_	*
	EL	16%	17%	21%	-	21%	2070					21%	18%	8%	23%		27%	14%	*	*		
							-	-	-	-	-										-	-
	Male	25%	25%	27%	-	26%	*	-	-	-	-	28%	14%	9%	29%		27%	-	-	*	-	*
	Female	26%	27%	16%	-	17%	*	-	-	-	-	15%	20%	0%	17%	14%	-	16%	*	*	-	-
Science	All	24%	26%	12%	-	11%	*	-	-	-	-	10%	25%	0%	14%	9%	18%	6%	-	*	-	-
	Students																					
	CWD	8%	9%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	*	*	-	-	-	_
	CWOD		27%	14%	-	12%	*				_	12%	29%	-	14%		20%	7%	_	*		_
								-	-	-	-		29%						-	*	-	-
	EL	7%	13%	9%	-	9%	-	-	-	-	-	7%		0%	10%	9%	13%	5%	-	-	-	-
	Male	25%	27%	18%	-	15%	*	-	-	-	-	17%	*	*	20%	13%	18%	-	-	-	-	-
	Female	23%	24%	6%	-	6%	-	-	-	-	-	3%	*	*	7%	5%	-	6%	-	*	-	-

\*\* 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	71	-	71	*	-	-	-	-	72	75	69
CWD	75	-	75	-	-	-	-	-	73	75	78
CWOD	71	-	71	*	-	-	-	-	72	-	68
EL	69	-	69	-	-	-	-	-	70	78	69
Male	63	-	63	*	-	-	-	-	65	63	61
Female	80	-	81	*	-	-	-	-	80	*	78
Mathematics											
All Students	71	-	72	*	-	-	-	-	71	77	74
CWD	77	-	77	-	-	-	-	-	75	77	80
CWOD	70	-	71	*	-	-	-	-	70	-	73
EL	74	-	74	-	-	-	-	-	75	80	74
Male	67	-	67	*	-	-	-	-	66	67	72
Female	76	-	77	*	-	-	-	-	76	*	77

## 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
180	32	18%

'^' 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		African American nain Score	•	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45	-	45	61	-	-	-	-	46	23	43
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	N		N						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
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	N		Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						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 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	African American	Hispanic		American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	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%	99%	100%	*
	EL	100%	-	100%	-	_	-	_	-	100%	100%	100%		100%	99%	100%	*
	Male	100%	_	100%	100%	_	_	_	_	99%	100%	100%	99%		100%	100 /0	_
	Female	100%	_	100%	100%	_			_	100%		100%		100%	-	100%	*
	i emaie	100 /0	-	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%	*
	CWD	100%	-	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 /0	_
	Female	100%	_	100%	*				_	100%	100%	100%		100%	-	100%	*
	i emaie	100 /0	-	100 /0		-	-	-	-	100 /0	100 /0	100 /0	100 /0	100 /0	-	100 /0	
Mathematics	s All Students	99%	-	99%	100%	-	-	-	-	99%	100%	100%	99%	99%	99%	100%	*
	CWD	100%	-	100%	-	_	_	_	_	100%	*	100%	-	100%	100%	100%	_
	CWOD	99%	_	99%	100%				_	99%	100%	-	99%	99%	99%	100%	*
	EL	99%	-	99%	-	-	-	-	-	99%	100 %	- 100%	99%	99%	98%	100 %	*
				99%	*	-	-	-		99%	100 %	100 %	99% 99%		90 % 99%	100 /6	
	Male	99%	-	99% 100%	*	-	-	-	-	99% 100%	100%	100%		98% 100%		-	-
	Female	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%	*	*	-
	CWOD	100%	-	100%	*	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	-	100%	*	-	-	-	-	100%	*	*	100%	100%	100%	-	-
	Female	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Non-Participati																	
All Subjects	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	1%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	*
	Male	0%	-	0%	0%	-	-	-	-	1%	0%	0%	1%	1%	0%	-	-
	Female	0%	-	0%	0%	_	-	-	-	0%	0%	0%	0%	0%	-	0%	*
		• / •		• • •	0,0					0,0	0,0	0,0	• , •	0,0		0,0	
Reading	All Students	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*

									Two or	,	Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	s 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%	*
	EL	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%	*
Mathematics	All	1%	-	1%	0%	-	-	-	-	1%	0%	0%	1%	1%	1%	0%	*
	Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	-	1%	0%	-	-	-	-	1%	0%	-	1%	1%	1%	0%	*
	EL	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	2%	0%	*
	Male	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	2%	1%	-	-
	Female	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%	*	*	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	-	-	-	0%	*	*	0%	0%	0%	-	-
	Female	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	2	
	Female	2	0	2	0	0	0	0	0	2	
	Total	10	0	10	0	0	0	0	0	4	
Out-of-School Suspensions											
•	Male	4	0	4	0	0	0	0	0	2	
	Female	2	Ō	2	Ō	Ō	Ō	Ō	Ō	2	
	Total	6	Õ	6	Õ	Õ	Õ	Õ	Õ	4	
Expulsions	Total	Ũ	Ū	Ũ	Ŭ	Ũ	Ŭ	Ũ	Ũ	•	
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0 0	0	Ő	0	0	Ő	
					0		-				
	Total	0	0	0		0	0	0	0	0	
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	õ	Ő	õ	Ő	Ő	Õ	õ	Ő	Õ	
	Total	õ	0	Ő	ŏ	Ő	Ő	Ő	Ő	ŏ	
Referrals to Law Enforcement		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	
		0			0		0	0	0		
Otrada ata Mith. Dia akilitia a	Total	0	0	0	U	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	2	0	2	0	0	0	0	0	2	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	0	2	0	0	0	0	0	2	0
Out-of-School Suspensions											
•	Male	2	0	2	0	0	0	0	0	0	0
	Female	2	0	2	0	0	0	0	0	0	0
	Total	4	Ő	4	õ	Ő	Õ	õ	Ő	õ	Ő
Expulsions	10101	т	0	Ŧ	Ū	Ū	v	Ū	Ŭ	U	9
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
with Educational Services	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
	IUIAI	U	U	U	U	U	U	U	U	U	U

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	<b>EL</b> 0	Students with Disabilities	Students with Disabilities (Section 5 504) 0
Services	<b>E</b>	•	0	•	•	0	0	0	0	•		0
	Female	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	Total Male	0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Policies	IVIAIE	0	0	0	0	0	0	0	0	0		0
1 010103	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	iotai	Ū	0	0	U	Ū	Ū	Ū	Ū	0		Ū
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0 0	0 0	Õ	Õ	Ő	Õ	Õ	Õ	Õ		0
	Total	0	Ō	0	0	0	0	0	Ō	Ō		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	8	0	8	0	0	0	0	0	0	0	2
	Female	11	0	11	0	0	0	0	0	5	2	2
	Total	19	0	19	0	0	0	0	0	5	2	4
Incidents of Violence												Total
Incidents of rape or attempted Incidents of sexual assault ( Incidents of robbery with a will Incidents of robbery with a fill 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 threats of physic Incidents of threats of physic Incidents of threats of physic Incidents of possession of a Allegations of Harassment or I	other than rape veapon rearm or explor a weapon or fight with a w or fight with a fi or fight with a fi or fight with a cal attack with a cal attack witho firearm or expl	sive device reapon rearm or explo a weapon a ficearm or ex ut a weapon										
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	26	0	26	0	0	0	0	0	11	5
	Female	14	0	14	0	0	0	0	0	8	0
	Total	40	0	40	0	0	0	0	0	19	5
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.

#### **High Poverty**

	All Se	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 0.0	Percent -
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	0.5	1.9%

'-' 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

<b>Grade</b> Grade 4	Subject Reading	Student Group Students with Disabilities English Learners	<b>Rate</b> 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.