Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: CANUTILLO H S Campus ID: 071907001 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

				State	ESSA GU	ais						
		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	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	44% 44% 52% 62% 72% 46% 46% 54% 63%	32% 32% 42% 54% 66% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59%	60% 60% 66% 73% 80% 59% 65% 73%	43% 43% 51% 62% 72% 45% 45% 53% 63%	74% 74% 78% 82% 87% 82% 82% 85% 88%	45% 45% 53% 63% 73% 50% 50% 57% 66%	56% 56% 62% 70% 78% 54% 61% 69%	33% 33% 43% 55% 67% 36% 45% 57%	19% 19% 31% 45% 60% 23% 23% 34%	29% 29% 39% 52% 65% 40% 40% 59%
EL Progress	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
	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 eliqible 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			Amer		Pac	Two or More	Econ	Non Econ								Foste	r
		State	District	Campus	Amer	Hispani	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
STAAR Perc		roac	hes Gr	ade Lev	el or A	Above																
English I	All	66%	68%	62%	*	62%	60%	*	-	-	-	56%	80%	24%	68%	29%	58%	67%	63%	69%	-	82%
	Students CWD	27%	24%	24%	-	23%	*	_	-	_	_	21%	36%	24%	-	12%	25%	20%	*	*	_	_
	CWOD		73%	68%	*	68%	73%	*	-	_	_	62%	84%	_	68%		65%	72%	77%	71%	-	82%
	EL	34%	33%	29%	_	29%	*	*	_	_	_	28%	40%	12%	32%		28%	29%	33%	*	_	*
	Male	60%	63%	58%	*	59%	33%	*	_	_	_	53%	77%	25%	65%		58%		67%	71%	_	83%
	Female		73%	67%	-	67%	78%	*	-	-	-	61%	83%	20%	72%	29%		67%	*	67%	-	80%
English II	All Students	67%	65%	59%	80%	59%	75%	*	*	-	*	54%	74%	18%	66%	28%	54%	67%	59%	36%	-	71%
	CWD	27%	20%	18%	*	16%	*	-	-	-	-	15%	27%	18%	-	15%	15%	24%	*	*	-	*
	CWOD	72%	70%	66%	*	65%	78%	*	*	-	*	60%	79%	-	66%	31%	61%	71%	67%	44%	-	82%
	EL	30%	29%	28%	-	28%	*	*	-	-	-	29%	20%	15%	31%	28%	21%	38%	22%	*	-	-
	Male	62%	58%	54%	*	53%	67%	*	-	-	*	47%	73%	15%	61%	21%	54%	-	60%	33%	-	60%
	Female		73%	67%	*	66%	*	-	*	-	*	63%	76%	24%	71%	38%		67%	57%	40%	-	*
Algebra I	All	83%	89%	85%	*	85%	63%	*	-	-	-	83%	90%	52%	90%	74%	81%	89%	63%	82%	-	100%
	Students CWD	52%	52%	52%	_	52%	*					50%	63%	52%		200/	46%	60%	*	*		
					*		80%	*	-	-	-			52%	000/				020/	900/	-	1000/
	CWOD		93%	90%		91%	80%		-	-	-	89%	93%		90%		88%	93%	83%	89%	-	100%
	EL	73%	78%	74%	- *	74%	*		-	-	-	73%	80%	38%	82%		66%	86%		*	-	
	Male	79%	86%	81%		82%		•	-	-	-	80%	85%	46%	88%		81%	-	67%		-	
	Female	88%	93%	89%	-	89%	80%	•	-	-	-	87%	95%	60%	93%	86%	, -	89%	•	86%	-	•
Biology	All Students	87%	88%	86%	*	86%	90%	*	-	-	*	85%	90%	51%	90%	68%	86%	86%	82%	100%	-	100%
	CWD	60%	53%	51%	-	51%	*	-	-	-	-	54%	33%	51%	-	55%	64%	33%	*	*	-	-
	CWOD	90%	92%	90%	*	90%	100%	*	-	-	*	89%	94%	-	90%	71%	89%	92%	89%	100%	-	100%
	EL	68%	69%	68%	-	68%	-	-	-	-	-	69%	60%	55%	71%	68%	70%	65%	60%	*	-	*
	Male	84%	88%	86%	*	86%	*	-	_	_	*	85%	88%	64%	89%		86%	-	88%	100%	_	*
	Female	90%	89%	86%	-	86%	100%	*	-	-	-	84%	92%	33%	92%	65%	, -	86%	*	100%	-	100%
STAAR Perc		ets Gr	ade Le	evel or A	Above																	
End of Cou		48%	49%	42%	*	42%	47%	*				36%	60%	440/	470/	7%	35%	50%	38%	50%		64%
English I	All Students	4070	4970	42 70		4270	4/70		-	-	-	30%	00%	11%	47%	1 70	3370	30%	30%	30%	-	04 70
	CWD	15%	11%	11%		10%	*					11%	7%	11%		3%	8%	16%	*	*		
	CWD		54%	47%	*	46%	55%	*	-	-	-	40%	66%	11/0	47%	8%		54%	46%	57%	-	64%
							3376	*	-	-	-	8%	7%	3%	8%	7%	6%			3/%	-	04 70 *
	EL	14%	11%	7%	*	8%			-	-	-							10%	11%	400/	-	
	Male Female	42% 56%	42% 58%	35% 50%	_	36% 49%	0% 78%	*	-	-	-	31% 43%	51% 70%	8% 16%	41% 54%	6% 10%	35%	- 50%	42% *	43% 56%	-	50% 80%
English II	All Students	48%	46%	38%	60%	36%	75%	*	*	-	*	31%	57%	10%	42%	8%	32%	45%	41%	27%	-	57%
	CWD	16%	13%	10%	*	8%		-		-	-	8%	20%	10%	-	6%	11%	10%		*	-	*
	CWOD		50%	42%	*	40%	78%	*	*	-	*	34%	61%	-	42%	8%	36%	49%	47%	33%	-	64%
	EL	11%	9%	8%	-	8%	*	*	-	-	-	9%	0%	6%	8%	8%	6%	11%	22%	*	-	-
	Male	42%	38%	32%	*	31%	67%	*	-	-	*	24%	55%	11%	36%	6%		-	40%	17%	-	50%
	Female	55%	55%	45%	*	43%	*	-	*	-	*	40%	59%	10%	49%	11%	-	45%	43%	40%	-	*
Algebra I	All Students	59%	67%	54%	*	54%	38%	*	-	-	-	52%	63%	24%	60%	39%	49%	62%	50%	64%	-	71%
	CWD	24%	24%	24%	_	23%	*	_	_	_	_	22%	38%	24%	_	19%	23%	25%	*	*	_	_
	CWOD		72%	60%	*	60%	40%	*	_	_	_	58%	66%		60%		53%	68%	67%	78%	_	71%
	EL	40%	48%	39%	_	39%	-	*	_	_	_	38%	50%	19%	43%		30%	52%	*	*	_	*
	Male	53%	61%	49%	*	49%	*	*	_	_	_	46%	61%	23%	53%		49%	-	50%	*	_	*
	iviaic	JJ /0	01/0	TJ /0		T 3 /0			-	-	-	TU /0	U I /0	20/0	JJ /0	JU /0	TO/0	-	JU /U		-	

					Afr Amer H			Amer Ind				Econ Disadv	Non Econ Disadv				Male		Migrant H	omeless	Foster Care	
Biology	Female	65% 60%	74% 60%	62% 54%	*	62% 53%	60% 80%	*	-	-	*	61% 49%	66% 66%	25% 16%	68% 58%	52% 20%	- 51%	62% 56%	* 45%	71% 71%	-	* 67%
- 37	Students CWD	24%	20%	16%	_	15%	*					16%	17%	16%			20%	11%	*	*		_
	CWOD	64%	64%	58%	*	57%	88%	*	-	-	*	53%	69%	-	58%	23%	55%	60%	56%	77% *	-	67%
	EL Male	24% 58%	21% 56%	20% 51%	*	20% 51%	*	-	-	-	*	20% 46%	20% 69%	9% 20%	23% 55%	18%	18% 51%	22%	0% 50%	60%	-	*
	Female	62%	64%	56%	-	55%	100%	*	-	-	-	53%	63%	11%	60%	22%	-	56%	*	78%	-	60%
STAAR Perce	nt at Mas	sters (Grade I	Level																		
End of Cours	se				*	00/	000/					5 0/	100/	5 0/	70/	00/	5 0/	00/	00/	00/		100/
English I	All Students	10%	9%	7%	•	6%	20%	•	-	-	-	5%	10%	5%	7%	0%	5%	8%	0%	6%	-	18%
	CWD	3% 11%	5% 9%	5% 7%	*	4% 7%	* 18%	*	-	-	-	5% 5%	7% 11%	5% -	- 7%	0% 0%	4% 6%	8% 8%	*	* 7%	-	- 18%
	EL	1%	0%	0%	- *	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*	-	*
	Male Female	7% 14%	7% 10%	5% 8%	-	6% 7%	0% 33%	*	-	-	-	4% 7%	11% 10%	4% 8%	6% 8%	0% 0%	5% -	8%	0% *	14% 0%	-	0% 40%
English II	All	8%	4%	2%	0%	2%	0%	*	*	-	*	2%	3%	3%	2%	1%	2%	3%	0%	0%	-	7%
	Students CWD	4%	3%	3%	*	3%	*	_	_	_	_	4%	0%	3%	_	6%	4%	0%	*	*	_	*
	CWOD EL	8% 0%	4% 1%	2% 1%	*	2% 1%	0%	*	*	-	*	2% 1%	4% 0%	- 6%	2% 0%	0% 1%	1% 2%	3% 0%	0% 0%	0%	-	9%
	Male	6%	3%	2%	*	2%	0%	*	-	-	*	1%	3%	6% 4%	1%	2%	2% 2%	-	0%	0%	-	10%
	Female	10%	6%	3%	*	3%	*	-	*	-	*	2%	5%	0%	3%	0%	-	3%	0%	0%	-	*
Algebra I	All Students	36%	40%	24%	*	24%	25%	*	-	-	-	22%	34%	4%	28%	12%	21%	29%	38%	27%	-	43%
	CWD CWOD	9% 39%	4% 44%	4% 28%	*	4% 27%	* 40%	-	-	-	-	4% 25%	0% 38%	4%	- 28%	0% 15%	3% 25%	5% 32%	* 50%	* 33%	-	- 43%
	EL	19%	20%	12%	- *	12%	- *	*	-	-	-	13%	10%	0%	15%	12%	7%	20%	*	*	-	*
	Male Female	31% 40%	35% 47%	21% 29%	-	21% 28%	40%	*	-	-	-	18% 27%	34% 34%	3% 5%	25% 32%	7% 20%	21% -	29%	50% *	43%	-	*
Biology	All Students	24%	21%	15%	*	14%	40%	*	-	-	*	13%	20%	7%	16%	1%	17%	14%	18%	21%	-	22%
	CWD	6%	9%	7%	-	7%	*	-	-	-	-	8%	0%	7%	-	0%	8%	6%	*	*	-	-
	CWOD EL	26% 4%	22% 2%	16% 1%	*	15% 1%	50% -	*	-	-	*	14% 1%	21% 0%	- 0%	16% 1%	1% 1%	18% 0%	14% 2%	22% 0%	23%	-	22%
	Male Female	24%	21% 21%	17% 14%	*	17% 12%	* 57%	-	-	-	*	13% 13%	27% 15%	8% 6%	18% 14%	0% 2%	17%	14%	25%	20% 22%	-	* 40%
STAAR Perce All Grades					el or A																	
All Subjects	All Students	77%	79%	71%	92%	71%	74%	33%	*	-	*	67%	82%	33%	77%		68%	76%	65%	73%	-	85%
	CWD	46% 81%	43% 83%	33% 77%	* 100%	33% 76%	42% 82%	33%	*	-	*	32% 73%	37% 87%	33%	- 77%		33% 73%	33% 81%	11% 77%	43% 78%	-	* 89%
	EL Male	62% 74%	65% 76%	45% 68%	90%	45% 68%	*	*	-	-	-	45% 64%	46% 79%	26% 33%	49% 73%	45% 41%		50%	33% 69%	29% 68%	-	* 79%
	Female		82%	76%	*	75%	55% 88%	*	*	-	*	72%	85%	33%	81%	50%		76%	56%	77%	-	94%
Reading	All Students	73%	74%	61%	88%	60%	69%	*	*	-	*	55%	77%	21%	67%	28%	56%	67%	61%	56%	-	76%
	CWD	39%	33%	21%	*	20%	43%	-	-	-	-	18%	31%	21%	-		21%	22%	0%	*	-	*
	CWOD EL	78% 54%	78% 55%	67% 28%	100%	66% 29%	75% *	*	-	-	-	61% 28%	82% 30%	- 13%	67% 32%		63% 25%	72% 34%	71% 28%	61% *	-	82%
	Male Female	69% 78%	69% 80%	56% 67%	83%	56% 66%	53% 83%	*	-	-	*	50% 62%	75% 79%	21% 22%	63% 72%	25% 34%	56%	- 67%	64% 55%	54% 57%	-	69% 89%
Mathematics		81%	83%	85%	*	85%	63%	*	_	_	_	83%	90%	52%	90%		81%	89%	63%	82%	_	100%
	Students CWD		E20/		_	E20/	*					50%					46%	60%	*	*		
	CWOD	53% 84%	53% 87%	52% 90%	*	52% 91%	80%	*	-	-	-	89%	63% 93%	52% -	90%	82%	88%	93%	83%	89%	-	100%
	EL Male	72% 79%	75% 82%	74% 81%	*	74% 82%	*	*	-	-	-	73% 80%	80% 85%	38% 46%	82% 88%		66% 81%	86%	* 67%	*	-	*
	Female		85%	89%	-	89%	80%	*	-	-	-	87%	95%	60%	93%	86%		89%	*	86%	-	*
Science	All Students	80%	83%	86%	*	86%	90%	*	-	-	*	85%	90%	51%	90%	68%	86%	86%	82%	100%	-	100%
	CWD	51%	47%	51%	-	51%	*	-	-	-	- *	54%	33%	51%	-		64%	33%	*	*	-	-
	CWOD EL	84% 61%	86% 69%	90% 68%	-	90% 68%	100%	-	-	-	-	89% 69%	94% 60%	- 55%	90% 71%		89% 70%	92% 65%	89% 60%	100%	-	100%
	Male Female	79% 81%	82% 84%	86% 86%	*	86% 86%	* 100%	*	-	-	*	85% 84%	88% 92%	64% 33%	89% 92%	70% 65%	86%	- 86%	88%	100% 100%	-	* 100%
	. 5	/0	,0	- - /0		_ 5,0	. 5570					/ 0	-=/0	-070	-=/0	/0		-2,0				. 30 /0
STAAR Perce All Grades	nt at Mee	ets Gr	ade Le	vel or A	bove																	
All Subjects	All Students	49%	49%	46%	75%	45%	63%	17%	*	-	*	41%	61%	15%	50%		41%	53%	42%	54%	-	63%
	CWD CWOD	24% 52%	20% 53%	15% 50%	* 82%	13% 50%	42% 67%	- 17%	*	-	*	14% 45%	19% 65%	15% -	- 50%		14% 45%	15% 57%	0% 51%	0% 62%	-	* 66%
	EL	29%	32%	16%	-	16%	*	*	-	-	- *	16%	16%	8%	18%	16%	13%	20%	11%	0%	-	*
	Male	47%	47%	41%	70%	40%	35%	•	-	-	•	35%	58%	14%	45%	13%	41%	-	44%	41%	-	58%

	Female		District	Campus 53%	Afr Amer	Hispanic 51%	White 83%	Amer Ind				Econ Disadv 48%	Non Econ Disadv	CWD 15%	CWO D 57%) EL 20%		Female 53%	Migrant 38%	Homeless 63%	Foster Care	
										-											-	
Reading	All Students	47%	46%	40%	63%	39%	62%	*	*	-	*	33%	58%	10%	44%	8%	34%	48%	39%	41%	-	60%
	CWD	21%	17%	10%	*	9%	43%	-	-	-	-	10%	14%	10%	-	4%	9%	13%	0%	*	-	*
	CWOD	50%	49%	44%	71%	44%	65% *	*	*	-	*	37%	63%	-	44%	8%	38%	52%	46%	48%	-	64%
	EL	23%	26%	8%	-	8%		*	-	-	-	8%	3%	4%	8%	8%	6%	10%	17%		-	× =00/
	Male Female	43% 51%	42% 51%	34% 48%	50% *	33% 47%	40% 83%	*	*	-	*	28% 41%	53% 64%	9% 13%	38% 52%	6% 10%		- 48%	41% 36%	31% 50%	-	50% 78%
Mathematics	s All	51%	51%	54%	*	54%	38%	*	_	_	_	52%	63%	24%	60%	39%	49%	62%	50%	64%	_	71%
Watterland	Students	0170	0170	0470		0170	0070					0270	0070	2170	0070	00 /0	10 70	0270	0070	0170		1 1 70
	CWD	26%	23%	24%	-	23%	*	-	-	-	-	22%	38%	24%	-	19%	23%	25%	*	*	-	-
	CWOD	54%	54%	60%	*	60%	40%	*	-	-	-	58%	66%	-	60%		53%	68%	67%	78%	-	71%
	EL	37%	38%	39%	-	39%	-	*	-	-	-	38%	50%	19%	43%		30%	52%	*	*	-	*
	Male	50%	50%	49%	*	49%	*	*	-	-	-	46%	61%	23%	53%		49%	-	50%	*	-	*
	Female	51%	52%	62%	-	62%	60%	*	-	-	-	61%	66%	25%	68%	52%	-	62%	*	71%	-	*
Science	All Students	53%	56%	54%	*	53%	80%	*	-	-	*	49%	66%	16%	58%	20%	51%	56%	45%	71%	-	67%
	CWD	25%	22%	16%	-	15%	*	_	-	_	-	16%	17%	16%	-	9%	20%	11%	*	*	-	-
	CWOD	56%	59%	58%	*	57%	88%	*	-	-	*	53%	69%	-	58%	23%	55%	60%	56%	77%	-	67%
	EL	26%	32%	20%	-	20%	-	-	-	-	-	20%	20%	9%	23%		18%	22%	0%	*	-	*
	Male	53%	55%	51%	*	51%	*	-	-	-	*	46%	69%	20%	55%		51%	-	50%	60%	-	*
	Female	53%	57%	56%	-	55%	100%	*	-	-	-	53%	63%	11%	60%	22%	-	56%	*	78%	-	60%
STAAR Perce All Grades All Subjects		23%	Grade 22%	Level	25%	10%	21%	0%	*	_	*	9%	15%	5%	12%	3%	10%	12%	10%	13%	_	20%
,	Students	00/	00/	5 0/	*	40/	00/					5 0/	00/	5 0/		00/	40/	5 0/	00/	00/		*
	CWD CWOD	8% 25%	6% 24%	5% 12%	27%	4% 11%	8% 24%	0%	*	-	*	5% 10%	2% 16%	5%	12%	2% 3%	4% 11%	5% 13%	0% 12%	0% 16%	-	21%
	EL	11%	13%	3%	2170	3%	24 70 *	U 70 *	_	-	_	3%	2%	2%	3%	3%	2%	4%	0%	0%	-	Z 1 70 *
	Male	22%	21%	10%	30%	10%	0%	*	_	-	*	8%	15%	4%	11%	2%	10%	- 70	14%	9%		13%
	Female		24%	12%	*	11%	38%	*	*	_	*	11%	14%	5%	13%	4%	-	12%	0%	17%	_	29%
Reading	All	20%	18%	5%	0%	4%	12%	*	*	_	*	4%	7%	4%	5%	1%	4%	6%	0%	4%	_	12%
. todding	Students	_0,0	.070	• 70	0,0	. , ,	,					.,0	. , ,	.,0	0,0	. , 0	. , 0	0,0	0,0	.,,		,
	CWD	7%	5%	4%	*	4%	14%	-	-	_	-	4%	3%	4%	-	3%	4%	4%	0%	*	-	*
	CWOD	22%	20%	5%	0%	4%	10%	*	*	-	*	4%	7%	-	5%	0%	4%	6%	0%	4%	-	14%
	EL	8%	10%	1%	-	1%	*	*	-	-	-	1%	0%	3%	0%	1%	1%	0%	0%	*	-	*
	Male	17%	15%	4%	0%	4%	0%	*	-	-	*	3%	6%	4%	4%	1%	4%	-	0%	8%	-	6%
	Female	23%	21%	6%	*	5%	25%	*	*	-	*	5%	7%	4%	6%	0%	-	6%	0%	0%	-	22%
Mathematics	s All Students	26%	26%	24%	*	24%	25%	*	-	-	-	22%	34%	4%	28%	12%	21%	29%	38%	27%	-	43%
	CWD	11%	6%	4%	-	4%	*	-	-	-	-	4%	0%	4%	-	0%	3%	5%	*	*	-	-
	CWOD	28%	28%	28%	*	27%	40%	*	-	-	-	25%	38%	-	28%		25%	32%	50%	33%	-	43%
	EL	16%	17%	12%	-	12%	-	*	-	-	-	13%	10%	0%	15%	12%		20%	*	*	-	*
	Male	25%	25%	21%	*	21%	*	*	-	-	-	18%	34%	3%	25%			-	50%	*	-	*
	Female	26%	27%	29%	-	28%	40%	*	-	-	-	27%	34%	5%	32%	20%	-	29%	*	43%	-	*
Science	All Students	24%	26%	15%	*	14%	40%	*	-	-	*	13%	20%	7%	16%	1%	17%	14%	18%	21%	-	22%
	CWD	8%	9%	7%	-	7%	*	-	-	-	-	8%	0%	7%	-	0%	8%	6%	*	*	-	-
	CWOD	26%	27%	16%	*	15%	50%	*	-	-	*	14%	21%	-	16%	1%	18%	14%	22%	23%	-	22%
	EL	7%	13%	1%	-	1%	-	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	0%	*	-	*
	Male	25%	27%	17%	*	17%	*	-	-	-	*	13%	27%	8%	18%	0%	17%	-	25%	20%	-	*
	Female	23%	24%	14%	-	12%	57%	*	-	-	-	13%	15%	6%	14%	2%	-	14%	*	22%	-	40%

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

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	72	*	72	86	-	*	-	*	70	70	72
CWD	70	-	69	*	-	-	-	-	70	70	69
CWOD	73	*	72	83	-	*	-	*	70	-	73
EL	72	-	72	-	-	-	-	-	72	69	72
Male	73	*	72	80	-	-	-	*	71	71	66
Female	72	*	71	*	-	*	-	*	70	70	81
Mathematics											
All Students	81	*	82	43	*	-	-	-	80	55	74
CWD	55	-	59	*	-	-	-	-	56	55	44
CWOD	84	*	85	60	*	-	-	-	83	-	78

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
EL	74	-	74	-	-	-	-	-	75	44	74
Male	76	*	77	*	-	-	-	-	76	53	62
Female	88	-	89	50	*	-	-	-	86	60	92

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohor	t Graduati	on Rate (G	r 9-12): Cla	iss of 201	18								
All Students	92.7%	100.0%	92.8%	85.7%	100.0%	100.0%	-	-	91.6%	86.5%	84.6%	80.0%	-
CWD	86.5%	-	86.5%	-	-	-	-	-	80.0%	86.5%	100.0%	100.0%	-
CWOD	93.4%	100.0%	93.5%	85.7%	100.0%	100.0%	-	-	92.7%	-	82.1%	76.2%	-
EL	84.6%	-	84.4%	-	-	100.0%	-	-	81.8%	100.0%	84.6%	71.4%	-
Male	93.4%	100.0%	93.2%	100.0%	100.0%	100.0%	-	-	93.2%	90.9%	80.6%	84.6%	-
Female	91.9%	-	92.3%	75.0%	-	-	-	-	89.6%	80.0%	88.2%	75.0%	-

- 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
317	40	13%

- 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 omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	64	42	54	17	*	-	*	39	18	21
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	61%	*	61%	75%	*	*	-	-	62%	68%	44%

- 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		Υ						Υ	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	Ν
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%

יאי Ever EL in grades 9-12

Target Met	All Students N	African American	Hispanic N	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv N	CWD N	EL+ N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	33,0	N	0070	. = / 0	0.70	. 0 / 0	. 0 / 0	N	N	N
Mathematics										• •	
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met `	Υ		Υ						Υ	Ν	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	Ν	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Federal Graduation Status^	iciency Statu	ıs									36% N 38% N 40% N
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Υ		Υ						Υ	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N

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.

94%

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94%

94%

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94%

Part (vii): STAAR Participation

Long-Term Goals

Target Met

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)

Partici	ipation R	ate	Campus	African American	Hispanic	White	American Indian		Pacific	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All	Subjects	All	99%	100%	99%	93%	100%	*	-	*	99%	100%	98%	100%	100%	99%	100%	100%
		Students	000/	*	000/	750/					000/	4000/	000/		000/	070/	4000/	4000/
		CWD	98%		99%	75% 100%	100%	*	-	*	98%	100%	98%	1000/	99%	97% 100%	100%	100%
		CWOD EL	100% 100%	100%	100% 100%	100%	100%		-		100% 100%	100% 100%	99%	100% 100%	100% 100%	99%	99% 100%	100% 100%
		⊏∟ Male	99%	- 100%	99%	86%	*	-	-	*	99%	99%	99% 97%	100%	99%	99%	100%	100%
		Female	100%	100%	100%	100%	*	*	-	*	99%	100%	100%	99%	100%	9970	100%	100%
		Гептане	100 /6		100 /6	100 /6			-		99 /0	100 /6	100 /6	99 /0	100 /6	-	100 /6	100 /6
Re	ading	All	99%	100%	99%	93%	*	*	-	*	99%	99%	98%	99%	100%	99%	99%	100%
		Students																
		CWD	98%	*	99%	71%	-	-	-	-	98%	100%	98%	-	100%	97%	100%	100%
		CWOD	99%	100%	99%	100%	*	*	-	*	99%	99%	-	99%	100%	99%	99%	100%
		EL	100%	-	100%	*	*	-	-	*	100%	100%	100%	100%			100%	100%
		Male	99%	100%	99%	87%	*	-	-	*	99%	99%	97%	99%	100%	99%	-	100%
		Female	99%	*	99%	100%	*	*	-	*	99%	100%	100%	99%	100%	-	99%	100%
Ма	thematics	All	99%	*	100%	88%	*	-	-	-	99%	100%	96%	100%	99%	99%	100%	100%
		Students																
		CWD	96%	-	98%	*	-	-	-	-	96%	100%	96%	-	95%	94%	100%	*
		CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
		EL	99%	-	99%	-	*	-	-	-	99%	100%	95%	100%	99%	99%	100%	*
		Male	99%	*	100%	*	*	-	-	-	99%	100%	94%	100%	99%	99%	-	100%
		Female	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Sci	ience	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%	100%	100%	-	100%
		Female	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	*

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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).

			African			American		Pacific	Two or More	Econ	Non Econ						
Non-Participati	on Rate	Campus	America	n Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
•																	
All Subjects	All	1%	0%	1%	7%	0%	*	-	*	1%	0%	2%	0%	0%	1%	0%	0%
	Students																
	CWD	2%	*	1%	25%	-	-	-	-	2%	0%	2%	-	1%	3%	0%	0%
	CWOD	0%	0%	0%	0%	0%	*	-	*	0%	0%	-	0%	0%	0%	1%	0%
	EL	0%	-	0%	*	*	-	-	-	0%	0%	1%	0%	0%	1%	0%	0%
	Male	1%	0%	1%	14%	*	-	-	*	1%	1%	3%	0%	1%	1%	-	0%
	Female	0%	*	0%	0%	*	*	-	*	1%	0%	0%	1%	0%	-	0%	0%
Reading	All	1%	0%	1%	7%	*	*	_	*	1%	1%	2%	1%	0%	1%	1%	0%
ŭ	Students																
	CWD	2%	*	1%	29%	-	-	-	-	2%	0%	2%	-	0%	3%	0%	0%
	CWOD	1%	0%	1%	0%	*	*	-	*	1%	1%	-	1%	0%	1%	1%	0%
	EL	0%	_	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	1%	0%	1%	13%	*	-	-	*	1%	1%	3%	1%	0%	1%	-	0%
	Female	1%	*	1%	0%	*	*	-	*	1%	0%	0%	1%	0%	-	1%	0%
Mathematics	s All	1%	*	0%	12%	*	_	_	-	1%	0%	4%	0%	1%	1%	0%	0%
	Students																
	CWD	4%	_	2%	*	_	_	_	_	4%	0%	4%	_	5%	6%	0%	*
	CWOD	0%	*	0%	0%	*	_	_	_	0%	0%	-	0%	0%	0%	0%	0%
	EL	1%	_	1%	-	*	_	_	_	1%	0%	5%	0%	1%	1%	0%	*
	Male	1%	*	0%	*	*	_	_	_	1%	0%	6%	0%	1%	1%	-	0%
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All	0%	*	0%	0%	*	_	_	*	0%	0%	0%	0%	0%	0%	0%	0%
00.000	Students	• 70		0,0	0,0					0,0	0,0	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%
	EL	0%	_	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%	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)

		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	es .										
In-School Suspensions	Male	152	2	146	2	0	2	0	0	32	
	Female	72	2	68	2	0	2	0 0	0	32 17	
			0		2 4	0	2 4	0	0 0		
Out-of-School Suspensions	Total	224	2	214	4	U	4	U	U	49	
Out-oi-School Suspensions	Male	54	0	F2	2	0	^	0	0	44	
	Female	32	0	52 25	2	0	0	0 0	0	11 7	
		32 86	0	25 77	5 7	0	2 2		0		
Expulsions	Total	80	0	//	1	0	2	0	0	18	
With Educational Services	Male	43	0	41	2	0	^	0	0	44	
With Educational Services	Female	43 27	0 0	23	2 2	0 0	0 2	0 0	0 0	11	
	Total	27 70		23 64	4	0	2	0	0	5 16	
Without Educational	Male	0	0 0	0	0	0	0	0	0	0	
	iviale	U	U	U	U	U	U	U	U	U	
Services	Female	0	0	0	0	0	0	0	0	0	
	Total				0		0	0	0		
Under Zero Tolerance	Male	0 0	0 0	0 0	0	0 0	0	0	0	0 0	
Policies	iviale	U	U	U	U	U	U	U	U	U	
Policies	Female	0	0	0	0	0	0	0	0	0	
	Total	0 0	0	0	0 0	0	0	0	0	0 0	
School-Related Arrests	iolai	U	U	U	U	U	U	U	U	U	
School-Related Affests	Male	0	0	0	0	0	0	0	0	0	
	Female		0	0	0	0	0	0	0	0	
	Total	0 0	0	0	0	0	0	0	0	0	
Deferrale to Law Enforcement		U	U	U	U	U	U	U	U	U	
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	
	rviale Female	0	0	0	0 0	0	0	0 0	0	0	
	Total	0 0	0 0	0 0	0	0 0	0 0	0	0 0	0	
Students With Disabilities	เบเสเ	U	U	U	U	U	U	U	U	U	

^{&#}x27;_' Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions					_		_					
	Male	40	0	35	5	0	0	0	0	5		14
	Female	11	0	11	0	0	0	0	0	8		5
0.1.10.1.10	Total	51	0	46	5	0	0	0	0	13		19
Out-of-School Suspensions		0.5		0.5	•		•		•	•		_
	Male	25	0	25	0	0	0	0	0	8		7
	Female	2	0	2	0	0	0	0	0	0		2
E . 13	Total	27	0	27	0	0	0	0	0	8		9
Expulsions	Mala	00	0	00	•	0	•	0	0	_		_
With Educational Services	Male	22	0	20	2	0	0	0	0	5		5
	Female	2	0	2	0	0	0	0	0	2		2
Without Educational	Total Male	24 0	0	22 0	2	0 0	0 0	0 0	0 0	7 0		7
Services	Maie	U	0	U	U	U	U	U	U	U		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	Ö	0	Ö	Ö	0	0	0	Ö	Ō		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	t											
	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												
555555.116616111	Male	147	0	140	5	0	2	0	0	26	26	17
	Female	138	Õ	131	5	Õ	2	Ő	Ö	26	14	17
	Total	285	Ö	271	10	Ö	4	0	Ö	52	40	34

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
-	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	143	2	137	2	0	2	0	0	17	2
	Female	201	0	194	5	0	2	0	0	20	2
	Total	344	2	331	7	0	4	0	0	37	4
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities
	Female	-	-	-	-	-	-	_		_	
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	31	2	29	0	0	0	0	0	0	0
-	Female	94	0	92	2	0	0	0	0	2	0
	Total	125	2	121	2	0	0	0	0	2	0

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 10.0	Percent 9.1%
Teachers Teaching with Emergency or Provisional Credentials	2.0	1.9%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.2	4.9%

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..

	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%	-	-
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%	-	-

Indicates there are no students in the group.

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,254	2%	6	2%	-	-
Science	5,250	1%	6	1%	-	-
End of Course English I	5,150	1%	7	1%	7	1%
English II	4,680	1%	6	1%	6	1%
Algebra I	5,122	1%	7	1%	7	2%
Biology	4,954	1%	6	1%	6	1%
All Grades All Subjects	101,751	1%	114	1%	26	1%
Reading	45,064	1%	51	1%	13	1%
Mathematics	40,350	1%	44	1%	7	2%
Science	16,337	1%	19	1%	6	1%

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

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 13 American Indian * 49 * 51 * 15 * 3				% Roles	u Pacio	% At or Al	ovo Basis		Above	9/ A+ A	dvancod
Grade 4 Reading	Grado	Subject	Student Group								
Black 52 52 48 48 16 18 2 3											
Hispanic White 22 23 376 777 488 45 12 12 American Indian	Grade 4	Reading									
White											
American Indian Asian 111 181 89 82 65 57 25 22 Pacific Islander 4 42 7 58 74 72 38 40 61 11 11 88 89 82 65 57 25 22 Pacific Islander 7 42 7 58 7 58 7 58 7 58 7 4 7 58 7 58 7 58											
Asian Mathematics Werall Asian As											
Pacific Islander											
Mathematics											
Econ Disadv 50											
Students with Disabilities 79 73 21 27 8 10 1 2											
Mathematics											
Mathematics Overall 16 19 84 81 44 41 9 9 9										•	
Black			English Language Learners	61	65	39	35	12	10	2	1
Hispanic 19 27 81 73 35 28 4 3 White 8 11 92 89 59 52 16 12 4 4 4 4 4 4 4 4 4		Mathematics									
White											
American Indian											
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 32 266 3 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 * 19 * 1 Asian 8 13 92 87 59 57 11 13 Pacific Islander * 37 * 63 * 25 * 37 1 5 Econ Disadv 43 40 57 60 15 20 n/a 1 English Language Learners 66 72 34 28 4 4 n/a n/a Mathematics Overall 32 31 68 69 30 34 7 n/a n/a English Language Learners 66 72 34 28 4 4 1 13 13 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 13 White 20 20 80 80 44 44 13 13 13											
Pacific Islander * 36											
Facility Statutes 10 10 10 10 10 10 10 1											
Econ Disadv 21 29 79 71 32 26 3 3 Students with Disabilities 55 54 45 46 13 14 1 2 2 2 1 2 2 2 2 2											
Students with Disabilities 55 54 45 46 13 14 1 2											
English Language Learners 24										3	
Grade 8 Reading										-	
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 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 80 44 44 13 13 13 American Indian * 49 * 51 * 15 * 3			English Language Learners	24	41	76	59	29	16	2	1
Hispanic 38 37 62 63 19 22 1 2 White 20 18 80 82 35 42 3 55 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 55 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 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 80 44 44 13 13 American Indian * 49 * 51 * 15 * 3	Grade 8	Reading									
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											
American Indian										-	
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 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 80 44 44 13 13 American Indian * 49 * 51 * 15 * 3			White		18				42		5
Pacific Islander			American Indian	*							
Tachic Standard Standard Two or More Races 26 24 74 76 25 37 1 5			Asian	8	13	92	87		57	11	13
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 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			Pacific Islander	*	37	*	63	*	25	*	2
Students with Disabilities 81 68 19 32 3 7 n/a n/a n/a English Language Learners 66 72 34 28 4 4 4 n/a n/a n/a										1	5
English Language Learners 66 72 34 28 4 4 n/a 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 80 44 44 13 13 American Indian * 49 * 51 * 15 * 3			Econ Disadv	43	40	57	60	15	20	n/a	1
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 13 American Indian * 49 * 51 * 15 * 3			Students with Disabilities	81	68	19	32	3	7	n/a	n/a
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			English Language Learners	66	72	34	28	4	4	n/a	n/a
Hispanic 37 43 63 57 21 20 3 4 White 20 20 80 80 44 44 13 13 American Indian * 49 * 51 * 15 * 3		Mathematics	Overall	32	31	68	69	30	34	7	10
White 20 20 80 80 44 44 13 13 American Indian * 49 * 51 * 15 * 3			Black	48	53	52	47	16	14	2	2
American Indian * 49 * 51 * 15 * 3			Hispanic	37	43	63	57	21	20	3	4
Afficial fidal 49 51 15 5			White	20	20	80	80	44	44	13	13
Acian 10 12 00 99 71 64 26 22			American Indian	*	49	*	51	*	15	*	3
Maidil 10 12 30 00 /1 04 30 33			Asian	10	12	90	88	71	64	36	33
Pacific Islander * 45 * 55 * 21 * 4			Pacific Islander	*	45	*	55	*	21	*	4

^{&#}x27;_' Indicates zero observations reported for this group.

			% At or Above % Below Basic % At or Above Basic Proficient %								
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
	•	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)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	47%	*	46%	*	-	-	-	-	44%	23%	30%

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

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

^{&#}x27;_' Indicates there are no students in the group.