Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: MABANK J H Campus ID: 129905041 District Name: MABANK ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(l) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level o	r Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

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

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

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

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

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

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

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

Two

		State	District	t Campus	Afr s Amer	Hispani	c White	Amer Ind			Two or More Races			CWD	CWOD	EL	Male	Female	Migran	it Homeless	Foste Care	
STAAR Perc	ent at Ap	proac	hes G	rade Le	vel or	Above																
Grade 7																						
Reading	All	74%	87%	87%	60%	89%	87%	*	*	-	100%	83%	95%	54%	94%	86%	86%	88%	-	-	*	100%
	Students																					
	CWD	37%	54%	54%	*	50%	59%	*	-	-	-	50%	70%	54%	-	-	55%	52%	-	-	*	-
	CWOD		94%	94%	*	95%	94%	*	*	-	100%	92%	98%	-	94%	86%		94%	-	-	*	100%
	EL	49%	86%	86%	-	86%	-	-	-	-	-	83%	*	-	86%	86%		-	-	-	-	-
	Male	70%	86%	86%	*	88%	86%	-	*	-	*	82%	95%	55%	95%		86%	-	-	-	-	*
	Female	79%	88%	88%	•	91%	88%	•	-	-	100%	83%	95%	52%	94%	-	-	88%	-	-	•	Î
Mathemati	cs All	73%	93%	93%	*	94%	92%	*	-	-	*	90%	98%	80%	97%	86%	92%	94%	-	-	*	*
	Students																					
	CWD	43%	80%	80%	*	83%	78%	*	-	-	-	75%	100%	80%	-	-	79%	81%	-	-	*	-
	CWOD	77%	97%	97%	*	96%	97%	*	-	-	*	97%	98%	-	97%	86%	98%	97%	-	-	*	*
	EL	57%	86%	86%	-	86%	-	-	-	-	-	83%	*	-	86%	86%	86%	-	-	-	-	-
	Male	72%	92%	92%	*	88%	93%	-	-	-	*	89%	100%	79%	98%	86%	92%	-	-	-	-	*
	Female	75%	94%	94%	*	100%	92%	*	-	-	*	91%	98%	81%	97%	-	-	94%	-	-	*	*
Grade 8																						
Reading	All Students	84%	92%	92%	*	84%	95%	-	*	-	100%	90%	95%	67%	95%	38%	91%	94%	-	*	*	*
	CWD	47%	67%	67%	_	50%	75%	_	_	_	*	67%	67%	67%	_	*	65%	70%	_	_	*	_
	CWOD		95%	95%	*	90%	97%	_	*	-	100%	94%	97%	01 70	95%	33%		96%		*	_	*
	EL	62%	38%	38%	_	43%	J1 /0	_	*	_	10070	33%	*	*	33%	38%		*	_	_	_	_
	Male	81%	91%	91%	*	82%	94%	_	*	_	*	88%	95%	65%	94%		91%	_	_	_	*	*
	Female		94%	94%	*	85%	97%	_	*	-	*	92%	96%	70%	96%	*	-	94%	-	*	-	-
		070/	000/	2001		0.40/	4000/				4000/	000/	000/	000/	000/	750/	000/	070/				
Mathemati	Students	87%	98%	98%	•	91%	100%		•	-	100%	98%	99%	93%	99%	75%	99%	97%	-	•		Î
	CWD	58%	93%	93%	*	80%	100%		-	-	4000/	90%	100%	93%	-	200/	100%		-	-	•	-
	CWOD		99%	99%		93%	100%	•		-	100%	99%	99%	-	99%	83%		98%	-	•	-	•
	EL	77%	75%	75%	-	71%	-	-		-	*	67%			83%	75%		•	-	-	-	-
	Male .	84%	99%	99%	*	97%	100%		*	-		99%		100%	99%	83%	99%	-	-	-	*	
	Female	89%	97%	97%	*	83%	100%	*	-	-	100%	95%	98%	80%	98%	*	-	97%	-	*	-	*
Science	All Students	79%	90%	90%	*	84%	93%	-	*	-	100%	86%	95%	67%	92%	38%	90%	88%	-	*	*	*
	CWD	46%	67%	67%	_	50%	75%	_	-	_	*	62%	83%	67%	_	*	76%	50%	_	_	*	_
	CWOD		92%	92%	*	90%	94%	_	*	_	100%	90%	96%	-	92%	33%		92%	-	*	_	*
	EL	55%	38%	38%	_	43%	-	_	*	_	-	33%	*	*	33%	38%		*	_	_	_	_
	Male	78%	90%	90%	*	85%	93%	-	*	_	*	87%	96%	76%	92%	33%		-	-	-	*	*
	Female	81%	88%	88%	*	81%	91%	-	*	-	*	85%	94%	50%	92%	*	-	88%	-	*	-	-
End of Cou	ırco																					
English I	All	66%	71%	*			*						*		*			*				
English	Students				-	-		-	-	-	-	-		-		-	-		-	-	-	-
	CWD	27%	26%		-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-
	CWOD		79%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	34%	44%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	60%	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	: 73%	84%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Algebra I	All Students	83%	90%	100%	-	100%	100%	-	*	-	*	100%	100%	-	100%	-	100%	100%	-	-	-	*
	CWD	52%	63%	-	-	-	_	_	-	_	-	_	-	_	_	_	_	_	-	-	_	-
	CWOD		95%	100%	-	100%	100%	-	*	_	*	100%	100%	_	100%	_	100%	100%	-	-	_	*
	EL	73%	80%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	85%	100%	-	100%	100%	-	-	-	*	100%	100%	-	100%	-	100%	-	-	-	-	*
	Female		97%	100%	-	100%	100%		*	_	-	94%	100%	-	100%	-	-	100%	-	-	-	-

Two or Non
Pac More Econ Econ

					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanio								CWD	CWOD	EL	Male	Female l	Migrant Ho			
STAAR Percer Grade 7	it at Me	ets G	rade Le	evel or	Above																	
Reading	All	48%	59%	59%	60%	55%	59%	*	*	-	50%	49%	75%	24%	66%	0%	56%	60%	-	-	*	40%
;	Students CWD	21%	24%	24%	*	17%	27%	*	_		_	20%	40%	24%	_	_	28%	19%	_	_	*	_
	CWOD		66%	66%	*	61%	67%	*	*	-	50%	58%	78%	-	66%	0%	65%	67%	-	-	*	40%
	EL Mala	19% 44%	0% 56%	0% 56%	-	0% 52%	- 56%	-	-	-	-	0% 46%	* 79%	- 28%	0% 65%	0%	0% 56%	-	-	-	-	- *
	Male Female		60%	56% 60%	*	52% 59%	62%	*	_	-	20%	46% 53%	79% 72%	28% 19%	65% 67%	0% -	50%	60%	-	-	*	*
Mathematics	Students	41% 22%	50%	50%	*	52% 17%	50% 27%	*	-	-	*	47% 23%	56% 30%	24% 24%	59%	29%	46% 28%	53% 19%	-	-	*	*
	CWD CWOD		24% 59%	24% 59%	*	59%	59%	*	-	-	*	57%	62%	-	- 59%	29%	55%	61%	-	-	*	*
	EL	22%	29%	29%	-	29%	-	-	-	-	-	33%	*	-	29%	29%		-	-	-	-	-
	Male Female	41% 42%	46% 53%	46% 53%	*	31% 71%	51% 50%	*	-	-	*	43% 50%	55% 58%	28% 19%	55% 61%	29%	46%	53%	-	-	*	*
Grade 8	A II	E20/	640/	C40/	*	640/	C 40/		*		200/	E 7 0/	600/	220/	660/	120/	E20/	700/		*	*	*
Reading	All Students	53%	61%	61%		61%	64%	-		-	29%	57%	68%	22%	66%	13%	53%	72%	-			
	CWD	22%	22%	22%	-	10%	31%	-	-	-	*	14%	50%	22%	-	*	29%	10%	-	-	*	-
	CWOD EL	57% 19%	66% 13%	66% 13%	-	71% 14%	67% -	-	*	-	33%	63% 0%	69% *	*	66% 17%	17% 13%	56% 0%	78% *	-	-	-	-
	Male	49%	53%	53%	*	59%	53%	-	*	-	*	50%	58%	29%	56%	0%	53%	-	-	-	*	*
	Female	58%	72%	72%	*	63%	78%	-	*	-	*	67%	80%	10%	78%	*	-	72%	-	*	-	-
Mathematics	All Students	55%	82%	82%	*	75%	84%	*	*	-	78%	77%	88%	48%	85%	38%	80%	84%	-	*	*	*
·	CWD	27%	48%	48%	-	30%	56%	-	-	-	*	38%	83%	48%	-	*	59%	30%	-	-	*	-
	CWOD EL	59% 36%	85% 38%	85% 38%	*	86% 29%	87%	*	*	-	75%	83% 17%	89%	- *	85% 50%	50%	82% 33%	89%	-	*	-	*
	Male	52%	80%	80%	*	80%	- 81%	-	*	-	*	74%	90%	59%	82%		80%	-	-	-	*	*
	Female	59%	84%	84%	*	70%	89%	*	-	-	80%	82%	87%	30%	89%	*	-	84%	-	*	-	*
Science	All Students	50%	61%	61%	*	57%	64%	-	*	-	57%	55%	71%	33%	64%	0%	60%	63%	-	*	*	*
·	CWD	23%	33%	33%	-	10%	50%	-	-	-	*	29%	50%	33%	-	*	35%	30%	-	-	*	-
	CWOD EL	53% 20%	64% 0%	64% 0%	*	67% 0%	65%	-	*	-	67%	59% 0%	72% *	*	64% 0%	0% 0%	63% 0%	66% *	-	*	-	*
	Male	50%	60%	60%	*	56%	61%	-	*	-	*	52%	73%	35%	63%	0%	60%	-	-	-	*	*
	Female	50%	63%	63%	*	59%	67%	-	*	-	*	59%	68%	30%	66%	*	-	63%	-	*	-	-
End of Cours	е																					
English I	All	48%	54%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
;	Students CWD	15%	14%																			
	CWOD		61%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
	EL	14%	11%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	42% 56%	42% 72%	*	-	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
Algebra I	All Students	59%	71%	99%	-	100%	98%	-	*	-	*	97%	100%	-	99%	-	98%	100%	-	-	-	*
•	CWD	24%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	63% 40%	79% 60%	99%	-	100%	98%	-	*	-	*	97%	100%	-	99%	-	98%	100%	-	-	-	*
	Male	53%	60%	98%	-	100%	97%	-	-	-	*	95%	100%	-	98%	-	98%	-	-	-	-	*
	Female	65%	87%	100%	-	100%	100%	-	*	-	-	94%	100%	-	100%	-	-	100%	-	-	-	-
STAAR Percer Grade 7	it at Ma	sters	Grade	Level																		
Reading	All	29%	37%	37%	20%	43%	36%	*	*	-	25%	30%	49%	10%	43%	0%	34%	40%	-	-	*	40%
- ;	Students	00/	100/	400/	*	17%	100/	*				00/	200/	100/			4.40/	E0/			*	
	CWD	9% 31%	10% 43%	10% 43%	*	46%	10% 43%	*	*	-	- 25%	8% 36%	20% 52%	10% -	43%	0%	14% 39%	5% 45%	-	-	*	40%
	EL	8%	0%	0%	- *	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	-	-	-	-	-
	Male Female	25% 32%	34% 40%	34% 40%	*	44% 41%	30% 42%	*	-	-	0%	28% 31%	45% 52%	14% 5%	39% 45%	0%	34%	40%	-	-	*	*
		0270	1070	,0		,0	.270				0,70	0.70	0270	0 / 0	.070			.070				
Mathematics	All Students	16%	16%	16%	*	24%	16%	*	-	-	*	16%	18%	8%	19%	14%	13%	19%	-	-	*	*
·	CWD	7%	8%	8%	*	17%	7%	*	-	-	-	8%	10%	8%	-	-	7%	10%	-	-	*	-
	CWOD EL	17% 6%	19% 14%	19% 14%	*	26% 14%	19%	*	-	-	*	19% 17%	19% *	-	19% 14%	14% 14%		21%	-	-	*	*
	Male	16%	13%	13%	*	19%	12%	-	-	-	*	11%	18%	7%	16%		13%	-	-	-	-	*
	Female	16%	19%	19%	*	29%	19%	*	-	-	*	20%	18%	10%	21%	-	-	19%	-	-	*	*
Grade 8																						
Reading	All	27%	24%	24%	*	26%	24%	-	*	-	14%	22%	27%	4%	26%	0%	22%	26%	-	*	*	*
- ;	Students CWD	70/	10/	40/		0%	60/				*	5%	0%	10/		*	6%	0%			*	
	CWD	7% 30%	4% 26%	4% 26%	*	0% 31%	6% 25%	-	*	-	17%	5% 24%	0% 29%	4% -	- 26%	0%	6% 24%	0% 29%	-	*	-	*
	EL	5%	0%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-	-	-	-
	Male Female	24% 31%	22% 26%	22% 26%	*	24% 30%	22% 25%	-	*	-	*	20% 24%	25% 29%	6% 0%	24% 29%	0% *	22%	26%	-	*	-	-

2018-19 Federal Report Card Two or Non Pac More Econ Afr Foster Amer Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Disadv Mathematics ΑII 36% 30% 45% 19% 38% 25% 34% 38% Students CWD 9% 19% 19% 10% 25% 10% 50% 10% 38% **CWOD 18%** 38% 38% 37% 37% 38% 33% 45% 33% 36% 41% 29% 17% 25% 17% FΙ 6% 25% 25% 33% 31% 45% 24% 16% 34% 36% Male 34% 40% 29% 17% 34% 20% 10% 41% 38% Female 17% 38% 38% 43% 32% 45% 22% Science ΔII 25% 30% 30% 39% 27% 29% 27% 33% 11% 32% 0% 32% 27% Students 10% CWD 10% 11% 11% 0% 19% 5% 33% 12% 32% CWOD 26% 32% 32% 47% 27% 33% 31% 33% 0% 35% 28% 5% 0% 0% 0% 0% 0% 0% Male 25% 32% 44% 28% 29% 36% 12% 35% 0% 32% 32% 27% Female 24% 27% 27% 33% 25% 30% 10% 28% End of Course 10% 10% English I ΑII Students CWD **CWOD 11%** 11% 1% EL 0% Male 7% 4% Female 14% 19% Algebra I ΑII 50% 92% 95% 90% 90% 95% 92% 89% 97% 36% Students 10% CWD 9% CWOD 39% 92% 97% 58% 92% 95% 90% 90% 95% 89% 19% EL 40% 31% 89% 92% 87% 82% 96% 89% Male 43% 89% 97% Female 40% 100% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects 94% 88% 100% 90% 97% 71% 96% 63% 92% 57% 100% 92% 74% 88% 82% 92% Students CWD 46% 60% 71% 62% 74% 67% 84% 50% 73% 67% 40% 80% 97% 98% 96% 100% CWOD 81% 92% 96% 93% 100% 82% 100% 94% 66% 96% 96% 62% 69% 63% 66% 60% 75% 50% 66% 63% 66% 50% 75% Male 74% 85% 92% 89% 94% 75% 100% 90% 97% 73% 96% 66% 92% 100% Female 80% 90% 92% 73% 88% 94% 88% 100% 90% 96% 67% 96% 50% 92% 100% 89% 86% 100% 58% 100% Reading ΑII 83% 63% 91% 86% 95% 95% 60% 89% 90% Students CWD 39% 47% 58% 50% 63% 56% 69% 58% 59% 58% 83% 95% 62% 100% CWOD 78% 89% 95% 94% 92% 95% 100% 93% 97% 95% 60% 54% 60% 60% 64% 58% 62% 62% FΙ 90% 100% 95% 59% 69% 79% 85% 85% 94% 89% 62% Male 89% Female 78% 88% 90% 60% 88% 92% 100% 95% 58% 95% 90% 94% 100% Mathematics All 81% 92% 96% 100% 97% 100% 95% 99% 84% 98% 80% 97% 96% 100% Students CWD 53% 71% 84% 81% 84% 80% 100% 84% 87% 81% CWOD 84% 98% 100% 100% 98% 85% 100% 96% 96% 99% 100% 98% 99% 99% 98% 83% 80% 79% 75% 85% 80% 85% Male 79% 91% 97% 95% 98% 100% 96% 100% 87% 99% 85% 97% Female 82% 94% 96% 100% 92% 96% 100% 94% 98% 81% 98% 96% Science ΑII 80% 86% 90% 84% 93% 100% 86% 95% 67% 92% 38% 90% 88% Students CWD 51% 65% 67% 50% 62% 83% 67% 76% 50% CWOD 84% 92% 100% 33% 90% 90% 92% 94% 90% 96% 92% 92% 61% 57% 33% 33% 38% EL 38% 43% 33% 93% 76% 90% 87% 96% 92% Male 79% 87% 85% 33% 90% 88% 94% 50% 88% Female 81% 85% 81% 91% 85% 92% STAAR Percent at Meets Grade Level or Above All Grades 60% 65% 26% 64% 67% 63% 82% 54% 59% 75% 29% 71% 16% 63% 68% 29% 62% All Subjects 49% Students CWD 24% 29% 17% 34% 24% 47% 0% 34% 21% 0% CWOD 52% 65% 71% 33% 72% 72% 83% 82% 56% 66% 77% 71% 19% 68% 74% 62% 38% 0% 19% 29% 31% 16% 14% 10% 16% 13% 33% Male 47% 57% 63% 0% 62% 63% 75% 78% 56% 75% 34% 68% 13% 71% 63% Female 52% 63% 68% 45% 66% 70% 63% 32% 63% 75% 21% 33% 68% 50% Reading 60% 38% 58% 50% ΑII 47% 56% 62% 40% 53% 72% 23% 66% 7% 55% 66% Students CWD 21% 21% 23% 13% 28% 18% 44% 23% 28% 16% 66% 50% CWOD 50% 61% 66% 66% 67% 43% 61% 74% 8% 60% 72% 50% FΙ 23% 21% 7% 7% 0% 8% 7% 0%

100%

71%

13%

67%

48%

59%

67%

67%

76%

81%

28%

16%

32%

60% 0%

72%

79%

55%

33% 72%

66%

73%

54%

69%

73%

56%

61%

73%

51%

62%

66%

55%

66%

72%

60%

25%

43%

51%

Female 51%

Male

Students

Mathematics All

67%

Two						
or Non					F4-	_
Afr Amer Pac More Econ Econ State District Campus Amer Hispanic White Ind Asian IsI Races Disadv Disadv CWD CW	OD EI	Mala	Female Migrant	t Homoloss	Foste	
CWD 26% 32% * 25% 35% * * 28% 50% 32%	*	39%	23% -	t nomeless	vare *	wiiitai y
	- 9% 38%		79% -	*	*	67%
	3% 33%		* -	_		01 70
		72%		-	*	*
Female 51% 68% 73% 40% 76% 73% * * - 63% 69% 78% 23% 79		12/0	73% -	*	*	*
- 35% 35% 16% 25% 18	770	-	7370 -			
Science All 53% 56% 61% * 57% 64% - * - 57% 55% 71% 33% 64	1% 0%	60%	63% -	*	*	*
Students						
0117 020/ 000/ 000/ 000/	*	35%	30% -	_	*	_
CWOD 56% 60% 64% * 67% 65% - * - 67% 59% 72% - 64	1% 0%	63%	66% -	*	_	*
	% 0%	0%	* -	_	_	_
Male 53% 57% 60 % * 56% 61% - * - * 52% 73% 35% 63		60%		-	*	*
		00 /0	63% -	*		
Female 53% 54% 63% * 59% 67% - * - * 59% 68% 30% 66	0%	-	63% -		-	-
2714D D						
STAAR Percent at Masters Grade Level						
All Grades						
All Subjects All 23% 29% 33% 11% 38% 32% 25% 64% - 27% 28% 41% 10% 37 Students	7% 8%	32%	34% -	*	14%	54%
CWD 8% 11% 10% * 7% 12% * * 7% 21% 10% ·	- 0%	12%	7% -		0%	_
	- 0% 7% 9%	36%	38% -	*	*	54%
EL 11% 16% 8% - 9% * 7% 13% 0% 0% 9		6%	17% -			J4 /0
				-	-	740/
Male 22% 28% 32% 0% 40% 29% - 50% - 50% 27% 41% 12% 36		32%		-		71%
Female 24% 30% 34% 18% 36% 35% 25% * - 5% 30% 40% 7% 38	3% 17%	-	34% -	-	-	33%
Reading All 20% 24% 31% 13% 33% 31% * * - 20% 26% 39% 8% 35	5% 0%	28%	34% -	*	*	50%
Students						
CWD 7% 8% 8% * 6% 9% * * 7% 13% 8%	- *	11%	3% -	-	*	-
CWOD 22% 27% 35% 17% 38% 34% * * - 21% 30% 41% - 35	5% 0%	31%	39% -	*	*	50%
EL 8% 7% 0 % - 0% * 0% * * 0'	% 0%	0%	* -	_	_	-
Male 17% 21% 28 % * 32% 26% - * - 43% 24% 34% 11% 31		28%		_	*	*
Female 23% 27% 34% 20% 35% 36% * * - 0% 28% 43% 3% 39		-	34% -	*	*	*
Mathematics All 26% 37% 37% 13% 43% 36% * 80% - 33% 31% 46% 12% 41	1% 20%	37%	37% -	*	*	50%
Students						
CWD 11% 14% 12% * 13% 12% * * 8% 25% 12% ·	*	13%	10% -	-	*	-
CWOD 28% 41% 41% 17% 48% 39% * 80% - 36% 36% 48% - 41	1% 23%		41% -	*	*	50%
	3% 20%		* -	_	_	-
Male 25% 38% 37% * 46% 33% - * - 57% 29% 52% 13% 41		37%		_	*	*
Female 26% 36% 37% 20% 39% 38% * * - 13% 34% 41% 10% 41		-	37% -	*	*	*
100 000 000 000 000 000 000 000 000 000	70		01 70			
Science All 24% 23% 30% * 39% 27% - * - 29% 27% 33% 11% 32	2% 0%	32%	27% -	*	*	*
Students						
CWD 8% 11% 11% - 0% 19% * 5% 33% 11% -	*	12%	10% -	-	*	-
	2% 0%	35%	28% -	*	_	*
EL 7% 7% 0% - 0% * 0% * * 0		0%	* -	_	_	_
	5% 0%	32%		_	*	*
	3% *	-	27% -	*	_	_

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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CMD	EL
Academic Growth Score											
Reading											
All Students	78	88	77	79	*	*	=	73	78	69	79
CWD	69	*	67	67	*	-	-	*	69	69	*
CWOD	80	83	78	81	*	*	-	71	80	-	79
EL	79	-	85	-	-	*	-	-	82	*	79
Male	76	*	75	78	-	*	-	71	77	64	75
Female	80	100	79	80	*	*	-	75	80	76	*
Mathematics											
All Students	86	75	88	85	*	100	-	87	86	77	93
CWD	77	*	88	72	*	-	-	*	75	77	*
CWOD	88	67	88	87	*	100	-	86	88	-	92
EL	93	-	92	-	-	*	-	-	91	*	93
Male	87	*	89	86	-	*	-	86	86	81	92
Female	85	80	88	84	*	*	-	88	85	71	*

Part (iii)(II): Graduation Rate

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

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

								or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rat	tes		•										
4-year Longitudinal Co	hort Graduatio	n Rate (Gr	9-12): Clas	ss of 201	8								
All Students	-	- '	-	-	-	-	-	-	-	-	-	-	-
CWD	=	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	=	-	-	-	-	-	-	-	-	-	-	-	-
EL	=	-	-	-	-	-	-	-	-	-	-	-	-
Male	=	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	_	_	_	_	_	_	_	_	_	_	_	_

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- 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
٨	۸	۸

- 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			Hispanic :: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	63	37	63	64	59	76	-	60	59	37	29
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	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status	Otadonto	American	mopumo	William	maian	Asian	isiuriaci	Nucco	Disaav	0112	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	Υ					Υ	Υ	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ	N					Υ	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		Υ	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ	Υ					Υ	Υ	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met `	Υ		Υ	Υ					Υ	N	
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ		Υ	Υ					Υ	N	
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Υ		Υ	N					Υ	N	

English Learner Language Proficiency Status

	All Students	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2018-2022)	Otaaoiito	711110110411	mopumo	***************************************	maian	7101011	ioiaiiaoi	11000	Dioday	05	36%
Target Met											000/
Interim Goals (2023-2027) Target Met											38%
Interim Goals (2028-2032) Target Met											40%
Long-Term Goals											40%
Target Met											
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met `											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African	n Hispanic	White	American Indian		Pacific Islander		Econ	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate	Gumpus	American	mopanio	************	maian	Asian	isianaci	raccs	Disaav	Disaav	0112	01105		maic	i ciliale	wiigi airit
All Subjects	All	100%	100%	100%	100%	100%	100%	_	100%	100%	100%	100%	100%	100%	100%	100%	
All Subjects	Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	-	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	100%	*	-	100%	99%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	100%	*	_	_	*	100%	100%	100%	_	*	100%	100%	_
	CWOD	100%	100%	100%	100%	*	*	_	100%	100%	100%	-	100%	100%		100%	_
	EL	100%	-	100%	-	_	*	_	-	100%	*	*	100%	100%		*	_
	Male	100%	*	100%	100%	-	*	-	100%	99%	100%	100%	100%	100%		-	-
	Female	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	*	-	100%	-
Mathematics		100%	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	100%	100%	-
	Students	4000/	*	4000/	4000/	*			*	4000/	4000/	4000/		*	4000/	4000/	
	CWD	100% 100%	100%	100% 100%	100% 99%	*	100%	-	100%	100% 99%	100% 100%	100%	100%	100%	100%	100% 100%	-
	EL	100%	100%	100%	9970	_	100%	-	100%	100%	*	*	100%	100%		100%	-
	Male	100%	*	100%	100%	_	*	-	100%	99%	100%	100%	100%	100%		_	-
	Female	100%	100%	100%	99%	*	*	_	100%	99%	100%	100%	100%	*	-	100%	-
	Tomaic	10070	10070	10070	0070				10070	33 70	10070	10070	10070			10070	
Science	All	100%	*	100%	99%	-	*	-	100%	99%	100%	100%	100%	100%	100%	99%	-
	Students	4000/		1000/	4000/				*	4000/	1000/	4000/		*	4000/	4000/	
	CWD	100%	*	100%	100%	-	- *	-		100%	100%	100%	-		100%	100%	-
	CWOD EL	100% 100%	^	100% 100%	99%	-	*	-	100%	99% 100%	100%	-	100% 100%	100% 100%		99%	-
	⊏∟ Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%		_	-
	Female	99%	*	100%	99%	_	*	_	*	99%	100%	100%	99%	*	100 /6	99%	-
Non-Participati		33 /0		10070	3370					33 70	10070	10070	3370			3370	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%		0%	0%	*	-	-	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0% 0%	0%	0%	0%	0%	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0% 0%	-	0%	-	-		-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male Female	0% 0%	0% 0%	0% 0%	0% 0%	- 0%	0%	-	0% 0%	0% 1%	0% 0%	0% 0%	0% 0%	0% 0%	0% -	- 0%	-
	remale	U 76	070	070	070	U 70		-	070	170	076	0 70	0%	U 70	-	U 70	-
Reading	All Students	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	*	- *	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	*	*	-	0%	0%	0%	*	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	-б	-

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

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	s American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	*	0%	0%	-	*	-	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	*	=-	0%	-
Mathematics	All	0%	0%	0%	0%	*	0%	-	0%	1%	0%	0%	0%	0%	0%	0%	-
5	Students																
	CWD	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	1%	*	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	_	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	*	-
	Male	0%	*	0%	0%	-	*	_	0%	1%	0%	0%	0%	0%	0%	_	_
	Female	0%	0%	0%	1%	*	*	-	0%	1%	0%	0%	0%	*	-	0%	-
Science	All	0%	*	0%	1%	-	*	_	0%	1%	0%	0%	0%	0%	0%	1%	_
9	Students																
	CWD	0%	_	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	1%	-	*	_	0%	1%	0%	-	0%	0%	0%	1%	_
	EL	0%	-	0%	_	-	*	_	_	0%	*	*	0%	0%	0%	*	_
	Male	0%	*	0%	0%	-	*	_	*	0%	0%	0%	0%	0%	0%	-	_
	Female	1%	*	0%	1%	-	*	-	*	1%	0%	0%	1%	*	-	1%	-

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Students Without Disabilitie	es	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	4	0	0	4	0	0	0	0	0		
Out-of-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	4	0	0	4	0	0	0	0	0		
Expulsions												
With Educational Services	Male	2	0	0	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	0	2	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	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	t											
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	4	0	0	2	0	0	0	2	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	0	2	0	0	0	2	0		0
Expulsions												
With Educational Services	Male	2	0	0	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		2
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0

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

	Total	Total students 0	African American 0	Hispanic 0	White 0	Indian or Alaska Native 0	Asian 0	Pacific Islander 0	Two or More Races	EL 0	Students with Disabilities	Students with Disabilities (Section 5 504)
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies												
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	13	0	0	11	0	0	0	2	0	2	0
	Female	16	2	0	14	0	0	0	0	0	2	0
	Total	29	2	0	25	0	0	0	2	0	4	0

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

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

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

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

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

Indicates there are no students in the group.

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 8.4	Percent 20.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.1	15.4%

^{&#}x27;-' 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 non-personnel 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..

0 1 0	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%	*	2%	-	-
Mathematics	5,880	1%	*	2%	-	-
Grade 4 Reading	6,312	2%	7	3%	-	-
Mathematics	6,311	2%	7	3%	-	-
Grade 5 Reading	6,133	1%	8	3%	-	-
Mathematics	6,131	1%	8	3%	-	-
Science	6,133	1%	8	3%	-	-
Grade 6 Reading	6,038	1%	*	1%	-	-
Mathematics	6,036	1%	*	1%	-	-
Grade 7 Reading	5,616	1%	5	2%	5	2%
Mathematics	5,616	2%	5	3%	5	3%
Grade 8 Reading	5,251	1%	*	2%	*	2%
Mathematics	5,254	2%	*	1%	*	1%
Science	5,250	1%	*	2%	*	2%
End of Course English I	5,150	1%	*	1%	-	-
English II	4,680	1%	*	1%	-	-
Algebra I	5,122	1%	*	1%	-	-
Biology	4,954	1%	*	1%	-	-
All Grades All Subjects	101,751	1%	81	2%	22	2%
Reading	45,064	1%	35	2%	9	2%
Mathematics	40,350	1%	32	2%	9	2%
Science	16,337	1%	14	2%	*	2%

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District District Campus Campus State State Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2

- Indicates results are masked due to small numbers to protect student confidentiality.
- ... Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

Grade Subject Student Group TX US TX US TX US TX Grade 4 Reading Overall 39 34 61 66 30 35 7	t Advanced US 9 3
Grade 4 Reading Overall 39 34 61 66 30 35 7	9 3
	3
Black 52 52 48 48 16 18 2	
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
English Language Learners 01 05 05 00 12 10 2	•
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 Disady 21 29 79 71 32 26 3	3
Students with Disabilities 55 54 45 46 13 14 1	2
English Language Learners 24 41 76 59 29 16 2	1
Grade 8 Reading Overall 33 27 67 73 25 34 2	4
Black 53 46 47 54 41 15 n/a	1
Hispanic 38 37 62 63 19 22 1	2
White 20 18 80 82 35 42 3	5
American Indian * 41 * 59 * 19 *	1
Asian 8 13 92 87 59 57 11	13
Pacific Islander * 37 * 63 * 25 *	2
Two or More Races 26 24 74 76 25 37 1	5
Econ Disadv 43 40 57 60 15 20 n/a	1
Students with Disabilities 81 68 19 32 3 7 n/a	
	n/a
English Language Learners 66 72 34 28 4 4 n/a	n/a
Mathematics Overall 32 31 68 69 30 34 7	10
Black 48 53 52 47 16 14 2	2
Hispanic 37 43 63 57 21 20 3	4
White 20 20 80 80 44 44 13	13
American Indian * 49 * 51 * 15 *	3
Asian 10 12 90 88 71 64 36	33
Pacific Islander * 45 * 55 * 21 *	4
Two or More Races 25 27 75 73 41 38 11	12
Econ Disadv 41 46 59 54 19 18 2	3
Students with Disabilities 73 73 27 27 5 6 1	2
English Language Learners 60 72 40 28 8 5 1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	•	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
	•	English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Indicates reporting standards not met.

^{&#}x27;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.