# **Texas Education Agency**

**Print this report** 

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### 2018-19 Federal Report Card for Texas Public Schools

Campus Name: FARWELL H S Campus ID: 185902001 District Name: FARWELL 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

		A.II	A 6-1			A		D://:-	Two or	F	0	(Current
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Educ	& Former)
Academic Perfo	rmance (At Meets Grade Leve	l or 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)(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)

Two
or Non

Afr Amer Pac More Econ Econ
State District Campus Amer Hispanic White Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

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End of Cou		Ji Oac	iles Gi	aue Lev	ei Oi I	ADOVE																
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	CWD	27%	25%	25%	-	*	*	-	-	-	-	0%	*	25%	-	* 2	29%	*	-	-	-	-
	CWOD	71%	83%	83%	-	79%	89%	-	-	-	-	84%	82%	-	83%	64% 8	83%	82%	*	-	*	-
	EL	34%	54%	54%	-	54%	-	-	-	-	-	60%	*	*	64%	54% 7	70%	*	*	-	-	-
	Male	60%	74%	74%	-	71%	79%	-	-	-	-	70%	80%	29%	83%	70% 7	74%	-	*	-	*	-
	Female	73%	75%	75%	-	63%	*	-	-	-	-	71%	80%	*	82%	*	-	75%	-	-	-	-
English II	All	67%	77%	77%	_	77%	80%	_	_		*	83%	65%	33%	87%	33% 6	69%	86%	_	-	*	_
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	CWOD	72%	87%	87%	-	83%	93%	-	-	-	-	92%	75%	-	87%	40% 8	35%	89%	-	-	*	-
	EL	30%	33%	33%	-	33%	-	-	-	-	-	40%	*	*	40%	33%	*	*	-	-	-	-
	Male	62%	69%	69%	-	71%	67%	-	-	-	-	72%	63%	17%	85%	* 6	69%	-	-	-	*	-
	Female	73%	86%	86%	-	89%	91%	-	-	-	*	100%	67%	*	89%	*	-	86%	-	-	-	-
Algebra I	All	83%	88%	86%	_	83%	90%	_	_	-	*	81%	91%	83%	87%	70% 8	39%	78%	*	-	-	_
Ü	Students																					
	CWD	52%	83%	83%	-	*	*	-	-	-	*	*	*	83%	-	*	*	*	-	-	-	-
	CWOD	87%	89%	87%	-	81%	94%	-	-	-	-	83%	90%	-	87%	67% 9	90%	71%	*	-	-	-
	EL	73%	70%	70%	-	70%	-	-	-	-	-	75%	*	*	67%	70% 8	86%	*	*	-	-	-
	Male	79%	89%	89%	-	88%	89%	-	-	-	-	82%	94%	*	90%	86% 8	89%	-	*	-	-	-
	Female	88%	85%	78%	-	67%	*	-	-	-	*	*	80%	*	71%	*	-	78%	-	-	-	-
Biology	All	87%	88%	88%	-	79%	100%	_	_	_	*	82%	95%	63%	94%	57% 9	94%	70%	*	_	_	_

	Students																			
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	Male 84%	94%	94%	-	86%	100%	-	-	-	-	88%	100%	83%	96%	80% 94%	-	*	-	-	-
	Female 90%	70%	70%	-	60%	*	-	-	-	*	60%	80%	*	88%	* -	70%	-	-	-	-
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	EL 14%	8%	8%	-	8%	-	-	-	-	-	10%	*	*	9%	8% 10%	*	*	-	-	-
	Male 42%	44%	44%	-	29%	63%	-	-	-	-	30%	60%	0%	53%	10% 44%	-	*	-	*	-
	Female 56%	58%	58%	_	50%	*	_	_	_	_	43%	80%	*	64%	* -	58%	_	_	_	_
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	Male 42%	27%	27%	-	18%	44%	-	-	-	-	22%	38%	0%	35%	* 27%	-	-	-	*	-
	Female 55%	57%	57%	-	56%	64%	-	-	-	*	58%	56%	*	61%	* -	57%	-	-	-	-
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	Male 53%	50%	46%	-	35%	56%	-	-	-	-	29%	61%	*	52%	43% 46%	-	*	-	-	-
	Female 65%	69%	56%	-	50%	*	-	-	-	*	*	60%	*	71%	* -	56%	-	-	-	-
Biology	All 60%	60%	60%	_	58%	65%	_	_	-	*	45%	76%	0%	74%	57% 64%	50%	*	_	_	_
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	EL 24%	57%	57%	-	57%	-	-	-	-	-	57%	-	*	67%	57% 80%	*	*	-	-	-
	Male 58%	64%	64%	_	57%	68%	_	_	_	_	53%	75%	0%		80% 64%	_	*	_	_	_
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		46%	54%	48%	-	33%	63%	-	-	-		35%	64%	48%	-	20% 48%	50%	-	-	-
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	EL	62%	70%	56%	-	56%	-	-	-	-	-	60%	33%	20%	61%	56% 65%	30%	50%	-	-
	Male	74%	83%	82%	-	78%	86%	-	-	-	-	77%	87%	48%	89%	65% 82%	-	50%	-	*
	Female	80%	87%	79%	-	71%	95%	-	-	-	*	82%	75%	50%	84%	30% -	79%	-	-	-
Reading	All Students	73%	82%	75%	-	72%	81%	-	-	-	*	77%	74%	29%	85%	47% 72%	82%	*	-	*
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	EL	54%	65%	47%	-	47%	-	-	-	-	-	53%	*	*	56%	47% 50%	40%	*	-	-
	Male	69%	77%	72%	-	71%	75%	_	-	_	_	71%	75%	23%	84%	50% 72%	-	*	-	*
	Female		88%	82%	-	76%	93%	-	-	-	*	89%	71%	*	86%	40% -	82%	-	-	-
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	EL	72%	78%	70%	-	70%	-	-	-	-	-	75%	*	*	67%	70% 86%	*	*	-	-
	Male	79%	85%	89%	-	88%	89%	-	-	-	-	82%	94%	*	90%	86% 89%	-	*	-	-
	Female	82%	90%	78%	-	67%	*	-	-	-	*	*	80%	*	71%	* -	78%	-	-	-
cience	All Students	80%	85%	88%	-	79%	100%	-	-	-	*	82%	95%	63%	94%	57% 94%	70%	*	-	-
	CWD	51%	71%	63%	-	*	*	-	-	-	*	60%	*	63%	-	* 83%	*	_	-	-
	CWOD	84%	87%	94%	-	88%	100%	-	-	-	-	88%	100%	-	94%	67% 96%	88%	*	-	-
	EL	61%	63%	57%	_	57%	-	_	_	_	_	57%	-	*	67%	57% 80%	*	*	_	_
	Male	79%	88%	94%	_	86%	100%	_	_			88%	100%	83%	96%	80% 94%	_	*	_	_
		10/0	0070	<b>3</b> 7/0												00 /0 04 /0				
AR Perce	Female		78% rade Le	70% evel or A	bove	60%	*	-	-	-	*	60%	80%	*	88%	* -	70%	-	-	-
Grades	ent at Mee	ets G	rade Le	evel or A	bove	60%	*	-	-	-	*	60%	80%	*	88%	* -		- 220/	-	*
Grades	ent at Mee					60%	* 62%	-	-	-	*			3%		* - 25% 46%	70% 56%	33%		*
Grades	ent at Med All Students	<b>ets G</b> i 49%	rade Le	evel or A	bove	60% 39%			-	-	*	60% 37%	80% 63%	*	88%		56%	33%		*
Grades	All Students CWD	ets <b>G</b> i 49% 24%	<b>rade Le</b> 49% 16%	evel or A 49% 3%	bove - -	60% 39% 8%	0%	-	-	-	*	60% 37% 6%	80% 63% 0%	* 3% 3%	58%	0% 0%	56% 13%	-	-	*
Grades	All Students CWD CWOD	49% 24% 52%	49% 16% 53%	evel or A 49% 3% 58%	bove - - -	39% 8% 43%	0% 76%	-	-	-	* * * -	60% 37% 6% 43%	80% 63% 0% 75%	* 3% 3% -	88% 58% - 58%	0% 0% 29% 55%	56% 13% 64%	- 33%	-	*
Grades	All Students CWD CWOD EL	49% 24% 52% 29%	49% 16% 53% 26%	49% 3% 58% 25%	bove - - - -	39% 8% 43% 25%	0% 76% -	-		-	* * *	60% 37% 6% 43% 30%	63% 0% 75% 0%	* 3% 3% - 0%	58% - 58% 29%	0% 0% 29% 55% 25% 31%	56% 13% 64% 10%	- 33% 33%	-	*
Grades	All Students CWD CWOD	49% 24% 52% 29% 47%	49% 16% 53%	evel or A 49% 3% 58%	bove - - -	39% 8% 43%	0% 76%			-	* * * *	60% 37% 6% 43%	80% 63% 0% 75%	* 3% 3% -	88% 58% - 58%	0% 0% 29% 55%	56% 13% 64%	- 33%	-	* - * - *
Grades Il Subjects	All Students CWD CWOD EL Male Female	49% 24% 52% 47% 52%	49% 16% 53% 26% 47% 53%	49% 3% 58% 25% 46% 56%	bove - - - -	39% 8% 43% 25% 33% 54%	0% 76% - 60% 67%	-		-	* * * * *	60% 37% 6% 43% 30% 33% 46%	63% 0% 75% 0% 61% 67%	* 3% 3% - 0% 0% 13%	58% 58% - 58% 29% 55% 64%	0% 0% 29% 55% 25% 31% 31% 46% 10% -	56% 13% 64% 10% - 56%	- 33% 33%		* - * - *
Grades Il Subjects	All Students CWD CWOD EL Male Female All Students	49% 49% 52% 47% 47%	49% 16% 53% 26% 47% 53%	49% 3% 58% 25% 46% 56%	- - - - - -	39% 8% 43% 25% 33% 54%	0% 76% - 60% 67%	-	-	-	* * * * *	60% 37% 6% 43% 30% 33% 46% 35%	63% 0% 75% 0% 61% 67%	* 3% 3% - 0% 0% 13% 6%	58% - 58% 29% 55% 64%	0% 0% 29% 55% 25% 31% 31% 46% 10% -	56% 13% 64% 10% - 56%	- 33% 33%		* - * - *
Grades Il Subjects	All Students CWD CWOD EL Male Female All Students CWD	49% 24% 52% 47% 52% 47%	49% 16% 53% 26% 47% 53% 43%	49% 3% 58% 25% 46% 56% 44%	- - - - - - -	39% 8% 43% 25% 33% 54% 33%	0% 76% - 60% 67% 60%		-	-	* * * * *	60% 37% 6% 43% 30% 33% 46% 35%	63% 0% 75% 0% 61% 67% 57%	* 3% 3% - 0% 0% 13% 6%	58% - 58% 29% 55% 64% 52% -	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0%	56% 13% 64% 10% - 56% 58%	- 33% 33%		* - * - *
Grades Il Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD	49% 24% 52% 29% 47% 52% 47% 52%	16% 53% 26% 47% 53% 43% 43%	49% 3% 58% 25% 46% 56% 44% 6% 52%	- - - - - - -	39% 8% 43% 25% 33% 54% 33%	0% 76% - 60% 67% 60% 0% 76%				* *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39%	63% 0% 75% 0% 61% 67% 57% 0% 71%	* 3% 3% - 0% 0% 13% 6% - 6%	58% - 58% 29% 55% 64% 52% - 52%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0% 13% 46%	56% 13% 64% 10% - 56% 58% *	- 33% 33%		* - * - *
Grades I Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD	49% 24% 52% 29% 47% 52% 47% 52% 21% 50% 23%	16% 53% 26% 47% 53% 43% 43%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11%	- - - - - - -	39% 8% 43% 25% 33% 54% 33% 14% 35% 11%	0% 76% - 60% 67% 60% 0% 76%			-	* *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39% 13%	80% 63% 0% 75% 0% 61% 67% 57% 0% 71% *	* 3% 3% - 0% 0% 13% 6% - 6% - *	58% 58% 55% 64% 52% 13%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0% 13% 46% 11% 7%	56% 13% 64% 10% - 56% 58%	- 33% 33%		* - * - * - * - * - * - * - * - * - * -
Grades Il Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male All Students CWD CWOD EL Male	49% 24% 52% 47% 52% 47% 52% 47% 43%	16% 53% 26% 47% 53% 43% 43% 14% 47% 17% 37%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38%	- - - - - - - - -	39% 8% 43% 25% 33% 54% 33% 114% 35% 111% 24%	0% 76% - 60% 67% 60% 0% 76% - 57%				* *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39% 13% 27%	63% 0% 75% 0% 61% 67% 57% 0% 71% *	* 3% 3% - 0% 0% 13% 6% - 6%	88% 58% - 58% 29% 55% 64% 52% - 52% 13% 46%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0% 13% 46% 11% 7% 7% 38%	56% 13% 64% 10% - 56% 58% * 62% 20%	- 33% 33%		* - * - * - * - * - * - * - * - * - * -
Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	49% 49% 24% 52% 29% 47% 52% 47% 50% 23% 43% 51%	49% 16% 53% 26% 47% 53% 43% 14% 47% 17% 37% 50%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38% 58%	- - - - - - -	39% 8% 43% 25% 33% 54% 33% 11% 24% 53%	0% 76% - 60% 67% 60% 0% 76% - 57% 67%				* *	60%  37%  6% 43% 30% 33% 46%  11% 39% 13% 27% 53%	63% 0% 75% 0% 61% 67% 57% 0% 71% * 54% 64%	* 3% 3% - 0% 0% 13% 6% - * 0% *	58% - 58% 29% 55% 64% 52% - 52% 13% 46% 62%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0% 13% 46% 11% 7% 7% 38% 20% -	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58%	- 33% 33%		* - * - * - * - * - * - * - * - * - * -
Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	49% 49% 24% 52% 29% 47% 52% 47% 50% 23% 43% 51%	16% 53% 26% 47% 53% 43% 43% 14% 47% 17% 37%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38%	- - - - - - - - -	39% 8% 43% 25% 33% 54% 33% 114% 35% 111% 24%	0% 76% - 60% 67% 60% 0% 76% - 57%				* *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39% 13% 27%	63% 0% 75% 0% 61% 67% 57% 0% 71% *	* 3% 3% - 0% 0% 13% 6% - 6% - *	58% - 58% 29% 55% 64% 52% - 52% 13% 46% 62%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0% 13% 46% 11% 7% 7% 38%	56% 13% 64% 10% - 56% 58% * 62% 20%	- 33% 33%		* - * - * - * * * * * * * * * * * *
Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female	49% 49% 52% 29% 47% 52% 47% 50% 23% 43% 51%	49% 16% 53% 26% 47% 53% 43% 14% 47% 17% 37% 50%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38% 58%		39% 8% 43% 25% 33% 54% 33% 11% 24% 53%	0% 76% - 60% 67% 60% 0% 76% - 57% 67%				* *	60%  37%  6% 43% 30% 33% 46%  11% 39% 13% 27% 53%	63% 0% 75% 0% 61% 67% 57% 0% 71% * 54% 64%	* 3% 3% - 0% 0% 13% 6% - * 0% *	58% - 58% 29% 55% 64% 52% - 52% 13% 46% 62%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38% * 0% 13% 46% 11% 7% 7% 38% 20% -	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58%	- 33% 33%		* - * - * - *
Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female	24% 52% 29% 47% 52% 47% 52% 47% 51% 51% 51%	16% 53% 26% 47% 53% 43% 43% 14% 47% 50% 58%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38% 58%	- - - - - - - - - - - - - - - - - - -	39% 8% 43% 25% 33% 54% 33% 11% 24% 53% 39%	0% 76% - 60% 67% 60% 0% 76% - 57% 67%				* *	60%  37%  6%  43% 30% 33% 46%  11% 39% 13% 27% 53%  33%	63% 0% 75% 0% 61% 67% 57% 0% 64% 64%	* 3% 3% - 0% 0% 13% 6% - * 0% *	88% 58% 58% 29% 55% 64% 52% - 52% 46% 62%	0% 0% 29% 55% 25% 31% 31% 46% 10% 11% 38%  * 0% 13% 46% 11% 7% 7% 38% 20% 30% 46%	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58%	- 33% 33%		* - * - *
Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female students CWD Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD	49% 24% 52% 29% 47% 52% 47% 21% 50% 23% 43% 51% 51% 51%	49% 16% 53% 26% 47% 53% 43% 14% 47% 50% 58% 25% 62%	49%  3% 58% 25% 46% 56%  44% 6% 52% 11% 38% 58%  48% 0% 55%		39% 8% 43% 25% 33% 54% 33% 14% 35% 11% 24% 53% 39% * 43%	0% 76% - 60% 67% 60% - 57% 67% 67%				* * * * *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39% 13% 27% 53% 33% *	63% 0% 75% 0% 61% 67% 57% 0% 64% 64%	* 3% 3% - 0% 0% 13% 6% - * 0% *	88% 58% 58% 29% 55% 64% 52% - 52% 55% 55%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38%  * 0% 13% 46% 11% 7% 7% 38% 20% - 30% 46%  * * 33% 52%	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58% 56%	- 33% 33%		* - * - *
Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL CWOD EL Male Female	24% 52% 29% 47% 52% 21% 50% 51% 51% 51%	16% 53% 26% 47% 53% 43% 14% 47% 50% 58% 62% 38%	49%  3% 58% 25% 46% 56%  44% 6% 52% 11% 38% 58%  48% 0% 55% 30%		39% 8% 43% 25% 33% 54% 33% 54% 35% 24% 53% 39%  * 43% 30%	0% 76% - 60% 67% 60% 0% - 57% 67% 60%				* * * * * *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39% 53% 33% * 39% 38%	63% 0% 75% 0% 61% 67% 57% 0% 64% 64% 61% * 70% *	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - 0% -	88% 58% - 58% 29% 55% 64% - 52% - 55% 55% - 55% 33%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38%  * 0% 13% 46% 7% 38% 20% - 30% 46%  * * 33% 52% 30% 43%	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58% 56%	- 33% 33%		* - * - *
AR Perce Grades Il Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female s All Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	24% 52% 29% 47% 52% 21% 50% 51% 51% 51% 54% 37% 50%	49% 16% 53% 26% 47% 53% 43% 14% 47% 50% 58% 25% 62%	49%  3% 58% 25% 46% 56%  44% 6% 52% 11% 38% 58%  48% 0% 55%		39% 8% 43% 25% 33% 54% 33% 14% 35% 11% 24% 53% 39% * 43%	0% 76% - 60% 67% 60% - 57% 67% 67%				* * * * * *	60% 37% 6% 43% 30% 33% 46% 35% 11% 39% 13% 27% 53% 33% *	63% 0% 75% 0% 61% 67% 57% 0% 64% 64% 61% * 70%	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - *	88% 58% - 58% 29% 55% 64% - 52% - 55% 55% - 55% 33%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38%  * 0% 13% 46% 11% 7% 7% 38% 20% - 30% 46%  * * 33% 52%	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58% 56%	- 33% 33%		* - * - *
Grades II Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female s All Students CWD CWOD EL Male Female	24% 52% 29% 47% 52% 21% 50% 51% 51% 51% 54% 37% 50%	16% 53% 26% 47% 53% 43% 14% 47% 17% 50% 58% 62% 38% 56% 60%	49%  3% 58% 25% 46% 56%  44% 6% 52% 11% 38% 58%  48% 0% 55% 30% 46%		39% 8% 43% 25% 33% 54% 33% 54% 35% 24% 53% 39%  * 43% 30% 35%	0% 76% - 60% 67% 60% 0% - 57% 67% 60%				* * * * * *	37% 6% 43% 30% 33% 46% 35% 11% 39% 53%  * 39% 38% 29%	63% 0% 75% 0% 61% 67% 57% 0% * 54% 64% 61% * * * * * * * * * * * * * * * * * * *	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - * *	88% 58% 58% 55% 64% 52% - 52% - 55% 33% 52% 71%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38%  * 0% 13% 46% 7% 38% 20% - 30% 46%  * * 33% 52% 30% 43% 43% 46%	56% 13% 64% 10% - 56% 58%  * 62% 20% - 58% 56%  * 71% * -	- 33% 33%		* - * - *
Grades II Subjects eading	All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  Students CWD CWOD EL Male Female  Students CWD CWOD EL Male Female  Students CWD CWOD EL All Students CWD CWOD EL All Students	24% 52% 29% 47% 52% 47% 50% 43% 51% 51% 56% 51% 53%	16% 53% 26% 47% 53% 43% 14% 47% 17% 37% 50% 58% 62% 38% 56% 60%	49%  3% 58% 25% 46% 56%  44% 6% 52% 11% 38% 58%  48% 0% 55% 30% 46% 56% 60%		39% 8% 43% 25% 33% 54% 35% 11% 24% 53% 39%  * 43% 30% 35% 50%	0% 76% - 60% 67% 60% - 57% 67% 60% - 57% 60% - 56% - 56% -				* * * * * *	60%  37% 6% 43% 30% 33% 46%  35% 11% 39% 13% 27% 53%  33%  * 45%	63% 0% 75% 0% 61% 67% 57% 0% 71% * 54% 64% 61% * 61% 60% 76%	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - * 0%	88% 58% 58% 29% 55% 64% 52% 13% 46% 62% 55% 33% 52% 71%	0% 0% 29% 55% 25% 31% 31% 46% 10% - 11% 38%  * 0% 13% 46% 11% 7% 7% 38% 20% - 30% 46%  * * 33% 52% 30% 43% 46%  * * 57% 64%	56% 13% 64% 10% - 56% 58% - 62% 20% - 58% 56% - * 71% - * 56% 50%	- 33% 33%		* - * - *
Grades II Subjects eading	All Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  Students CWD CWOD EL Male Female  Students CWD CWOD EL Male Students CWD CWOD EL Male Female  All Students CWD CWOD EL Male Female  All Students CWD	24% 52% 29% 47% 52% 47% 51% 51% 26% 54% 37% 551% 53% 53%	16% 53% 26% 47% 53% 43% 43% 14% 47% 17% 37% 50% 58% 62% 38% 60% 48%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38% 58% 48% 0% 55% 30% 46% 56% 60%		39% 8% 43% 25% 33% 54% 35% 11% 24% 53% 39%  * 43% 30% 35% 50% 58%	0% 76% - 60% 67% 60% 76% - 57% 67% 60%  * * 65% *					60%  37% 6% 43% 30% 33% 46%  35% 11% 39% 13% 27% 53%  38% 29% * 45% 0%	63% 0% 75% 0% 61% 67% 57% 0% 71% * 54% 64% 61% * 61% 60% 76%	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - * 0% 0% - * 0%	88% 58% 58% 55% 64% 52% 13% 46% 62% 55% 71% 74%	0% 0% 29% 55% 25% 31% 31% 46% 10% 11% 38%	56% 13% 64% 10% - 56% 58% - 62% 20% - 58% 56% - * * 56% 50%	- 33% 33%		* -* - * - *
Grades II Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWD CWOD EL Male Female	24% 52% 29% 47% 52% 47% 51% 51% 56% 51% 53% 55% 56%	16% 53% 26% 47% 53% 43% 43% 14% 47% 17% 37% 50% 58% 62% 38% 60% 48% 60%	49%  3% 58% 25% 46% 56%  44%  6% 52% 11% 38% 58%  48%  0% 55% 30% 60%  60% 74%		39% 8% 43% 25% 33% 54% 33% 11% 24% 53% 39%  * 43% 30% 35% 50% 58%  * 69%	0% 76% - 60% 67% 60% 76% - 57% 67% 60%  * * * * 65%					60%  37% 6% 43% 30% 33% 46%  35% 11% 39% 13% 27% 53%  38%  * 45% 0% 59%	63% 0% 75% 0% 61% 67% 57% 0% 71% * 54% 64% 61% * 61% 60% 76% *	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - * 0% - * 0% - * 0%	88% 58% 58% 55% 64% 52% 13% 46% 62% 55% 71% 74%	0% 0% 29% 55% 25% 31% 31% 46% 10% 11% 38%  * 0% 13% 46% 11% 7% 7% 38% 20% 30% 46%  * * 33% 52% 30% 43% 46%  * * 57% 64%  * 0% 67% 78%	56% 13% 64% 10% - 56% 58% - 62% 20% - 58% 56% - * 71% - * 56% 50%	- 33% 33%		* - * - *
Grades II Subjects eading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	24% 52% 29% 47% 52% 47% 51% 51% 26% 54% 37% 551% 53% 53%	16% 53% 26% 47% 53% 43% 43% 14% 47% 17% 37% 50% 58% 62% 38% 60% 48%	49% 3% 58% 25% 46% 56% 44% 6% 52% 11% 38% 58% 48% 0% 55% 30% 46% 56% 60%		39% 8% 43% 25% 33% 54% 35% 11% 24% 53% 39%  * 43% 30% 35% 50% 58%	0% 76% - 60% 67% 60% 76% - 57% 67% 60%  * * 65% *					60%  37% 6% 43% 30% 33% 46%  35% 11% 39% 13% 27% 53%  38% 29% * 45% 0%	63% 0% 75% 0% 61% 67% 57% 0% 71% * 54% 64% 61% * 61% 60% 76%	* 3% 3% - 0% 0% 13% 6% - * 0% * 0% - * 0% 0% - * 0%	88% 58% 58% 55% 64% 52% 52% 13% 46% 62% 55% 33% 71% 74% - 74% 67%	0% 0% 29% 55% 25% 31% 31% 46% 10% 11% 38%	56% 13% 64% 10% - 56% 58% - 62% 20% - 58% 56% - * * * * * * * * * * * * * * * * * *	- 33% 33%		* -* - * - *

**STAAR Percent at Masters Grade Level** 

All Grades

All Subjects	All	23%	21%	13%	-	7%	20%	-	-	-	*	2%	26%	0%	15%	3%	12%	15%	17%	-	*	-
•	Students	6																				
	CWD	8%	7%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	25%	23%	15%	-	8%	24%	-	-	-	-	2%	31%	-	15%	3%	14%	18%	17%	-	*	-
	EL	11%	8%	3%	-	3%	-	-	-	-	-	3%	0%	0%	3%	3%	4%	0%	17%	-	-	-
	Male	22%	18%	12%	-	3%	22%	-	-	-	-	3%	23%	0%	14%	4%	12%	-	17%	-	*	-
	Female	e 24%	26%	15%	-	18%	14%	-	-	-	*	0%	33%	0%	18%	0%	-	15%	-	-	-	-
Reading	All	20%	18%	5%	-	3%	7%	-	-	-	*	0%	12%	0%	6%	0%	3%	9%	*	-	*	-
_	Students	5																				
	CWD	7%	5%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	*	-	-	-	-
	CWOD	22%	20%	6%	-	4%	9%	-	-	-	-	0%	15%	-	6%	0%	4%	10%	*	-	*	-
	EL	8%	10%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*	-	-	-
	Male	17%	12%	3%	-	0%	7%	-	-	-	-	0%	7%	0%	4%	0%	3%	-	*	-	*	-
	Female	e 23%	25%	9%	-	12%	7%	-	-	-	*	0%	21%	*	10%	0%	-	9%	-	-	-	-
Mathematics	s All	26%	28%	25%	_	13%	40%	_	_	-	*	10%	39%	0%	29%	10%	26%	22%	*	_	-	_
	Students	5																				
	CWD	11%	9%	0%	-	*	*	-	-	-	*	*	*	0%	-	*	*	*	-	-	-	-
	CWOD	28%	30%	29%	-	14%	47%	-	-	-	-	11%	45%	-	29%	11%	29%	29%	*	-	-	-
	EL	16%	10%	10%	-	10%	-	-	-	-	-	13%	*	*	11%	10%	14%	*	*	-	-	-
	Male	25%	26%	26%	-	12%	39%	-	-	-	-	12%	39%	*	29%	14%	26%	-	*	-	-	-
	Female	e 26%	30%	22%	-	17%	*	-	-	-	*	*	40%	*	29%	*	-	22%	-	-	-	-
Science	All	24%	16%	19%	_	11%	26%	_	_	_	*	0%	38%	0%	23%	0%	15%	30%	*	_	-	_
	Students	3																				
	CWD	8%	6%	0%	-	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	17%	23%	-	13%	32%	-	-	-	-	0%	44%	-	23%	0%	19%	38%	*	-	-	-
	EL	7%	0%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	*	-	-	-
	Male	25%	16%	15%	-	0%	26%	-	-	-	-	0%	31%	0%	19%	0%		-	*	-	-	-
	Female	e 23%	16%	30%	-	40%	*	-	-	-	*	0%	60%	*	38%	*	-	30%	-	-	-	-

<sup>&#</sup>x27;\*' 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
<b>Academic Growth Score</b>											
Reading											
All Students	63	-	68	61	-	-	-	*	70	29	*
CWD	29	-	*	*	-	-	-	*	*	29	-
CWOD	70	-	70	70	-	-	-	-	75	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	57	-	62	50	-	-	-	-	60	20	*
Female	70	-	78	70	-	-	-	*	83	*	*
Mathematics											
All Students	69	-	67	72	-	-	-	-	65	*	67
CWD	*	-	*	*	-	-	-	-	*	*	*
CWOD	71	-	69	73	_	-	-	_	67	-	70
EL	67	-	67	-	_	-	-	_	67	*	67
Male	67	-	65	68	_	-	-	_	65	*	*
Female	79	-	70	*	-	-	-	-	*	*	*

### Part (iii)(II): Graduation Rate

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

					Two					
					or					
Α	II African		American		Pacific More	Econ				Foster
Stud	ents American Hispa	nic White	Indian	Asian	Islander Races	Disadv	CWD	EL^	Homeless	Care

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

#### **Federal Graduation Rates**

4-year Longitudinal Cohort Graduation Rate (Gr 9-1
--

All Students	93.1%	0.0%	95.0%	100.0%	-	-	-	-	90.5%	100.0%	100.0%	100.0%	-
CWD	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-
CWOD	92.6%	0.0%	94.7%	100.0%	-	-	-	-	90.0%	-	100.0%	100.0%	-
EL	100.0%	-	100.0%	-	-	-	-	-	100.0%	-	100.0%	100.0%	-
Male	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%	100.0%	-
Female	84.6%	0.0%	88.9%	100.0%	-	-	-	-	77.8%	100.0%	-	100.0%	-

- \* 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
^	^	^

- 'A' 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 main Score	•	White omponer	American Indian nt Only)	Asian	Pacific <sup>1</sup> Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	-	41	57	-	-	-	*	39	17	28
School Quality (College, Career	, and Militar	y Readines	s Performa	ance)							
%Students meeting CCMR	78%	-	74%	88%	-	-	-	-	74%	*	*

- \*' 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	Υ		N	Υ					Υ		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					Ν		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					Ν		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					Ν		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%

Target Met	Υ										
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N										
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N										
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N										

# **English Learner Language Proficiency Status**

Interim Goals (2018-2022)	36%
Target Met	
Interim Goals (2023-2027)	38%
Target Met	
Interim Goals (2028-2032)	40%
Target Met	
Long-Term Goals	40%
Target Met	

### Federal Graduation Status<sup>^</sup>

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023-2027)	N 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	9270 N	32 /0	32 /0	<i>32 /</i> 0	32 /0	32 /0	<i>32 7</i> 0	92 /0	92 /0	32 /0	32 /0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N										
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N										

<sup>+&#</sup>x27; 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 American	Hisnanic		American Indian	Asian	Pacific Islander	Two or More	Econ	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate						7 101011				2.00.0.	02	002				9
All Subjects	All Students	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%	100%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	*
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
Mathematics	All Students	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	*	*	-	-	-	*	*	*	100%	-	*	*	*	-
	CWOD	100%	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	*	*
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	-	-	*	*	100%	*	100%	*	-	100%	-

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

Science	AII	100%	-	100%	100%	-	_	_	*	100%	100%	100%	100%	100%	100%	100%	*
	Students																
	CWD	100%	-	*	*	-	-	-	*	100%	*	100%	-	*	100%	*	-
	CWOD	100%	_	100%	100%	_	_	_	_	100%	100%	_	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	*	*
	Male	100%	_	100%	100%	_	_	_	_	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	*	-	_	_	*	100%	100%	*	100%	*	-	100%	_
Non-Participa																	
All Subject	s All	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Students																
	CWD	0%	-	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%	-	0%
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	-	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-	0%	-
Mathematic	cs All	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	-	*	*	-	-	-	*	*	*	0%	-	*	*	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	*	*	0%	*	0%	*	-	0%	-
Science	All	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Students																
	CWD	0%	-	*	*	-	-	-	*	0%	*	0%	-	*	0%	*	-
	CWOD	0%	-	0%	0%	-	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	*
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	-	-	*	0%	0%	*	0%	*	-	0%	-

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

# 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		EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabiliti	es	Students	American	mopumo	vinico	1101110	Asian	iolaliaci	Nuoco		Disabilities	004)
In-School Suspensions												
	Male	10	0	8	2	0	0	0	0	2		
	Female	4	0	2	2	0	0	0	0	0		
	Total	14	0	10	4	0	0	0	0	2		
Out-of-School Suspensions												
	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		

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

Expulsions			•	•	•	•	•			•		
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	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	Male	0	0	0	0	0	0	0	0	0		
Policies												
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcemen	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	Total	O	U	O	U	U	O	O	O	U		
In-School Suspensions												
III-3CII00I 3usperisioris	Male	2	0	2	0	0	0	0	0	0		0
		2	0	2	0	0	0			0		
	Female	0	0	0	0	0	0	0	0	0		0
0	Total	2	0	2	0	0	0	0	0	0		0
Out-of-School Suspensions												
	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
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational	Male	0	0	0	0	0	0	0	0	0		0
Services		-	-	•	•	-	•	-	-	•		•
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance	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 Enforcemen	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		Č	•	ŭ	·	-	-	ŭ	-	-		ŭ
Chronic Absenteeism												
C. HOLIIO / IDGOTHOCIGITI	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
	IUIAI	U	U	U	U	U	U	U	U	U	U	U

		Total
Incidents of Violence	ce	
Incidents of rape	or attempted rape	0
Incidents of sexua	al assault (other than rape)	0
Incidents of robbe	ery with a weapon	0
Incidents of robbe	ery with a firearm or explosive device	0
Incidents of robbe	ery without a weapon	0
Incidents of physi	ical attack or fight with a weapon	0
Incidents of physi	ical attack or fight with a firearm or explosive device	0
Incidents of physi	ical attack or fight without a weapon	0
Incidents of threa	its of physical attack with a weapon	0

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	0 0 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		EL	Students with Disabilities
Preschool Programs											
Ç	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	_
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	=	-	-	-	-	-	-	-	-	=
	Total	=	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	=	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	=	-	-	-	-	-	-	-	-	-
Programs											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

<sup>&#</sup>x27;\*' 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 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 School

	All O	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.6	12.2%

<sup>&#</sup>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

<sup>&#</sup>x27;-' Indicates there are no students in the group.

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

<sup>&#</sup>x27;\*' 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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

							% At or Above				
			% Belo	% Below Basic %		% At or Above Basic		Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US	
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9	
	_	Black	52	52	48	48	16	18	2	3	
		Hispanic	48	45	52	55	21	23	3	4	
		White	22	23	78	77	48	45	12	12	
		American Indian	*	50	*	50	*	19	*	3	
		Asian	11	18	89	82	65	57	25	22	
		Pacific Islander	*	42	*	58	*	25	*	4	
		Two or More Races	26	28	74	72	38	40	6	11	
		Econ Disadv	50	47	50	53	19	21	3	3	
		Students with Disabilities	79	73	21	27	8	10	1	2	
		English Language Learners	61	65	39	35	12	10	2	1	
	Mathematics	Overall	16	19	84	81	44	41	9	9	
		Black	24	35	76	65	32	20	3	2	
		Hispanic	19	27	81	73	35	28	4	3	
		White	8	11	92	89	59	52	16	12	
		American Indian	*	33	*	67	*	24	*	4	
		Asian	4	7	96	93	82	69	45	28	
		Pacific Islander	*	36	*	64	*	28	*	6	
		Two or More Races	9	16	91	84	51	44	9	10	
		Econ Disadv	21	29	79	71	32	26	3	3	
		Students with Disabilities	55	54	45	46	13	14	1	2	
		English Language Learners	24	41	76	59	29	16	2	1	
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4	
		Black	53	46	47	54	41	15	n/a	1	
		Hispanic	38	37	62	63	19	22	1	2	
		White	20	18	80	82	35	42	3	5	
		American Indian	*	41	*	59	*	19	*	1	
		Asian	8	13	92	87	59	57	11	13	
		Pacific Islander	*	37	*	63	*	25	*	2	
		Two or More Races	26	24	74	76	25	37	1	5	
		Econ Disadv	43	40	57	60	15	20	n/a	1	
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a	
		English Language Learners	66	72	34	28	4	4	n/a	n/a	
	Mathematics	Overall	32	31	68	69	30	34	7	10	
		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	4.0	49		51		15		3	
		Asian	10 *	12	90 *	88	71 *	64	36 *	33	
		Pacific Islander		45 27		55		21		4	
		Two or More Races Econ Disadv	25 44	27 46	75 50	73	41	38	11 2	12	
		Students with Disabilities	41 73	46 73	59 27	54 27	19 5	18 6	1	3 2	
		English Language Learners	73 60	73 72	27 40	27 28	5 8	6 5	1	2 1	
		English Language Leamers	00	12	40	20	U	J	ı	ı	

## 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%

<sup>&#</sup>x27;\*' Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

## Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

	All	African		American		Р	Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	32%	-	*	67%	-	-	-	-	*	*	*

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

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<sup>&#</sup>x27;-' Indicates there are no students in the group.