Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: RIDGEGATE EL Campus ID: 079907116 District Name: FORT BEND 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 FSSA 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	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												
J	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%
	3											

^{&#}x27;N' 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

Female 73% 76%

59%

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			Amei				Econ						_			Foste	
		State	District	t Campus	s Amer I	Hispani	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOE) EL	Male	Female	Migran	t Homeless	Care	Military
STAAR Per	cent at App	oroac	hes Gr	ade Lev	el or A	bove																
Grade 3																						
Reading	All	75%	81%	55%	64%	54%	20%	-	-	*	-	53%	100%	55%	56%	49%	58%	53%	-	-	*	-
	Students																					
	CWD	49%	53%	55%	33%	80%	-	-	-	-	-	55%	-	55%	-	*	44%	*	-	-	-	-
	CWOD		84%	56%	74%	52%	20%	-	-	*	-	52%	100%	-	56%		60%	51%	-	-	*	-
	EL	69%	71%	49%	*	50%	*	-	-	-	-	47%	*	*	49%		60%	39%	-	-	-	-
	Male	73%	78%	58%	50%	63%	*	-	-	-	-	55%	*	44%	60%		58%	-	-	-	-	-
	Female	78%	84%	53%	89%	46%	*	-	-	*	-	50%	*	*	51%	39%	-	53%	-	-	*	-
Mathemat	ics All	78%	82%	69%	80%	64%	80%	_	_	*	_	67%	100%	64%	70%	59%	69%	69%	-	-	*	-
	Students																					
	CWD	52%	53%	64%	50%	80%	-	-	-	-	-	64%	-	64%	-	*	56%	*	-	-	-	-
	CWOD	81%	86%	70%	89%	63%	80%	-	-	*	-	68%	100%	-	70%	59%	72%	68%	-	-	*	-
	EL	75%	77%	59%	*	57%	*	-	-	-	-	58%	*	*	59%	59%	63%	55%	-	-	-	-
	Male	78%	82%	69%	69%	71%	*	-	-	-	-	67%	*	56%	72%	63%	69%	-	-	-	-	-
	Female	78%	83%	69%	100%	57%	*	-	-	*	-	67%	*	*	68%	55%	-	69%	-	-	*	-
Grade 4																						
Reading	All	74%	79%	65%	63%	64%	*	*	*	_	*	65%	67%	46%	68%	67%	56%	76%	_	_	_	_
rtcaurig	Students	1 - 70	1370	00 /0	00 70	0-170						0070	01 70	4070	0070	01 /0	5070	1070				
	CWD	44%	47%	46%	50%	50%	_	_	_	_	*	42%	*	46%	_	50%	50%	*	_	_	_	_
	CWOD		83%	68%	67%	65%	*	*	*	_	*	68%	64%	-	68%		58%	79%	_	_	_	_
	EL	64%	65%	67%	-	66%	*	*	_	_	_	67%	67%	50%	69%		65%	70%	_	_	_	_
	Male	71%	77%	56%	38%	61%	*	_	_	_	_	56%	60%	50%	58%		56%	-	_	_	_	_
	Female		82%	76%	93%	67%	-	*	*	-	*	77%	71%	*	79%	70%		76%	-	-	-	-
Mathemat	ics All	74%	78%	72%	67%	76%	*	*	*		*	72%	75%	31%	78%	Q1%	71%	74%		_		
Mathonia	Students	7 170	1070	. = /0	01 70	1070						1270	1070	0170	1070	0170	1 1 70	1 170				
	CWD	46%	45%	31%	17%	50%	_	_	_	_	*	33%	*	31%	_	50%	40%	*	_	_	_	_
	CWOD	78%	82%	78%	79%	78%	*	*	*	_	*	77%	82%	-	78%		77%	79%	_	_	_	_
	EL	69%	71%	81%	-	80%	*	*	-	_	-	79%	100%	50%	85%		84%	78%	-	-	_	-
	Male	74%	78%	71%	50%	77%	*	-	-	_	-	70%	80%	40%	77%		71%	-	-	-	-	-
	Female	74%	78%	74%	86%	73%	-	*	*	-	*	74%	71%	*	79%	78%	-	74%	-	-	-	-
Grade 5																						
Reading	All	86%	88%	77%	71%	79%	*	*	_	_	_	77%	75%	72%	77%	71%	75%	79%	_	*	_	_
readily	Students	00 /0	00 /0	11/0	1 1 /0	13/0			-	-	-	11/0	13/0	12/0	11/0	1 1 70	13/0	13/0	-		-	-
	CWD	55%	56%	72%	73%	67%		*				73%	*	72%		*	71%	*		*		
	CWOD		92%	77%	71%	79%	*	_		-	-	77%	80%	1270	77%	74%	76%	79%	_	*	_	_
	EL	77%	74%	71%	7 1 70	71%	_	_		-	_	70%	*	*	74%		68%	75%	_	*	_	_
	Male	83%	86%	75%	70%	77%	*	*	_	_	_	76%	60%	71%	76%		75%	-	_	*	_	_
	Female		91%	79%	74%	81%	*	-	-	-	-	78%	*	*	79%	75%		79%	-	*	-	-
Mathemat	ics All	89%	91%	80%	71%	84%	*	*				80%	88%	72%	81%	Q 20/	81%	79%		*		
wautemat	Students	097/0	9170	OU %	/ 170	0470			-	-	-	0070	0070	1270	0170	0270	0170	1970	-		-	-
	CWD	68%	61%	72%	73%	67%	_	*	_	_	_	73%	*	72%	_	*	71%	*	_	*	_	_
	CWOD	92%	94%	81%	71%	85%	*	_	_	_	_	80%	100%	-	81%	85%	83%	79%	_	*	_	_
	EL	85%	83%	82%	-	82%	_	_	_	_	_	80%	*	*	85%		86%	75%	_	*	_	_
	Male	88%	89%	81%	70%	85%	*	*	_	_	_	81%	80%	71%	83%		81%	-	-	*	_	_
	Female		92%	79%	74%	81%	*	-	-	-	-	78%	*	*	79%	75%		79%	-	*	-	-
Science	All	74%	76%	50%	34%	55%	*	*				48%	75%	33%	52%	350/	50%	49%		*		
Science	Students	1 + /0	1 0 /0	JU /0	J -1 /0	JJ /0			-	-	-	4 0 /0	13/0	JJ /0	JZ /0	JJ /0	JU /0	→ ∂/0	-		-	-
	CWD	45%	42%	33%	9%	67%	_	*	_	_	_	27%	*	33%	_	*	36%	*	_	*	_	_
	CWOD	77%	80%	52%	42%	54%	*	_	_	_	_	50%	80%	-	52%	37%	53%	51%	_	*	_	_
	EL	60%	52%	35%	-	35%	_	_	-	_	_	32%	*	*	37%		36%	35%	-	*	_	_
	Male	74%	76%	50%	41%	52%	*	*	_	_	_	49%	60%	36%	53%		50%	-	_	*	_	_
		700/	700/	400/	000/	5270						100/	23,0	22,0	E 40/	050/	5575	400/				

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

		Otate	District	Campas	Anicii	порати	, ,,,,,,,,,	mu	Asian	131 1	luccs	Disauv	Disauv	01115	01102	LL Maic	· cilialo	migrantiio	11101033	Ouic	wiiiitai y
STAAR Percei	nt at Me	ets Gr	rade Le	evel or A	Above																
Grade 3 Reading	All	44%	54%	23%	20%	23%	20%			*		22%	33%	18%	23%	21% 15%	31%			*	_
	Students	44 /0	J4 /0	23 /0	20 /0	2370	20 /0	-	-		-	22 /0	JJ /0	10 /0	23 /0	21/0 13/0	3170	-	-		-
	CWD	26%	30%	18%	17%	20%	-	-	-	-	-	18%	-	18%	-	* 22%	*	-	-	-	-
	CWOD EL	46% 35%	57% 36%	23% 21%	21%	23% 21%	20%	-	-	_	-	23% 20%	33%	*	23% 22%	22% 14% 21% 17%	32% 26%	-	-	_	-
	Male	41%	51%	15%	13%	17%	*	_	-	_	-	16%	*	22%	14%	17% 15%	-	-	-	-	_
	Female	47%	57%	31%	33%	29%	*	-	-	*	-	28%	*	*	32%	26% -	31%	-	-	*	-
Mathematics	All	48%	57%	40%	56%	36%	0%			*		38%	67%	27%	41%	30% 40%	39%			*	
	Students	4070	3170	40 %	30 %	3070	U 70	-	-		-	30%	07 70	2170	4170	30% 40%	39%	-	-		-
	CWD	30%	34%	27%	33%	20%	-	-	-	-	-	27%	-	27%	-	* 22%	*	-	-	-	-
	CWOD EL	50% 41%	59% 44%	41% 30%	63% *	37% 30%	0% *	-	-	_	-	39% 31%	67% *	*	41% 31%	31% 44% 30% 37%	38% 23%	-	-	_	-
	Male	49%	58%	40%	44%	40%	*	_	-	-	-	39%	*	22%	44%	37% 40%	-	-	-	-	-
	Female	46%	55%	39%	78%	31%	*	-	-	*	-	37%	*	*	38%	23% -	39%	-	-	*	-
Grade 4																					
Reading	All	43%	52%	29%	23%	30%	*	*	*	_	*	27%	42%	15%	30%	31% 29%	28%	_	_	_	_
	Students																				
	CWD	24%	24%	15%	17%	17%	-	-	-	-	*	17%	* 450/	15%	200/	17% 20%	*	-	-	-	-
	CWOD EL	46% 30%	55% 28%	30% 31%	25%	31% 30%	*	*	_	-	_	28% 29%	45% 50%	- 17%	30% 33%	33% 31% 31% 29%	30% 33%	-	-		-
	Male	41%	49%	29%	25%	27%	*	-	-	-	-	26%	60%	20%	31%	29% 29%	-	-	-	-	-
	Female	46%	56%	28%	21%	33%	-	*	*	-	*	28%	29%	*	30%	33% -	28%	-	-	-	-
Mathematics	All	46%	55%	51%	37%	57%	*	*	*		*	51%	50%	23%	55%	62% 53%	48%				
	Students	4070	33%	51%	3170	37 70				-		31%	30%	23%	33%	02% 33%	4070	-	-	-	-
	CWD	27%	28%	23%	17%	33%	-	-	-	-	*	25%	*	23%	-	33% 30%	*	-	-	-	-
	CWOD EL	49% 39%	58% 41%	55% 62%	42%	59% 61%	*	*	*	-	*	55% 60%	55% 83%	33%	55% 65%	65% 58% 62% 65%	51% 59%	-	-	-	-
	Male	48%	55%	53%	38%	57%	*	_	-	-	-	51%	80%	30%	58%	65% 53%	-	-	-	-	-
	Female		54%	48%	36%	57%	-	*	*	-	*	51%	29%	*	51%	59% -	48%	-	-	-	-
0 5																					
Grade 5 Reading	All	53%	64%	31%	26%	31%	*	*				31%	25%	28%	32%	10% 31%	32%	_	*		_
	Students	JJ 70	0470	3170	2070	3170			-	-	_	3170	2070	2070	JZ /0	10 /0 31 /0	JZ /0	-		_	_
	CWD	27%	28%	28%	9%	50%	-	*	-	-	-	27%	*	28%	-	* 29%	*	-	*	-	-
	CWOD EL	56% 36%	68% 30%	32% 10%	32%	29% 10%	*	-	-	-	-	32% 11%	20%	*	32% 11%	11% 31% 10% 14%	32% 5%	-	*	-	-
	Male	50%	61%	31%	26%	30%	*	*	-	-	-	31%	20%	29%	31%	14% 31%	-	-	*	-	-
	Female	56%	66%	32%	26%	32%	*	-	-	-	-	31%	*	*	32%	5% -	32%	-	*	-	-
Mathamatica	All	57%	67%	51%	26%	61%	*	*				48%	88%	33%	54%	47% 51%	51%		*		
Mathematics	Students	31 /0	07 /0	31/0	20 /0	0170			-	-	-	40 /0	00 /0	33 /0	J 4 /0	47 /0 31 /0	J170	-		-	-
	CWD	31%	31%	33%	9%	67%	-	*	-	-	-	27%	*	33%	-	* 36%	*	-	*	-	-
	CWOD EL	60% 46%	71% 44%	54% 47%	32%	61% 47%	*	-	-	-	-	51% 42%	100%	*	54% 49%	49% 54% 47% 48%	53% 45%	-	*	-	-
	Male	56%	66%	51%	26%	60%	*	*	-	-	-	49%	80%	36%	54%	48% 51%	4570	-	*	-	-
	Female		67%	51%	26%	62%	*	-	-	-	-	48%	*	*	53%	45% -	51%	-	*	-	-
Science	ΔII	48%	52%	200/	15%	36%	*	*				31%	25%	33%	29%	120/ 210/	30%		*		
	All Students	4070	3270	30%	1370	3070			-	-	-	3170	25%	33%	2970	13% 31%	30%	-		-	-
	CWD	27%	28%	33%	9%	67%	-	*	-	-	-	27%	*	33%	-	* 36%	*	-	*	-	-
	CWOD		55%	29%	16%	34%	*	-	-	-	-	31%	0%	-	29%	13% 29%	30%	-	*	-	-
	EL Male	31% 50%	23% 54%	13% 31%	18%	13% 33%	*	*	-	-	-	14% 30%	40%	36%	13% 29%	13% 11% 11% 31%	15%	-	*		-
	Female		51%	30%	11%	41%	*	-	-	-	-	31%	*	*	30%	15% -	30%	-	*	-	-
STAAR Percei	nt at Ma	etore	Grado	Lovol																	
Grade 3	iii ai ivia	31613	Graue	Levei																	
Reading	All	27%	37%	8%	8%	7%	20%	-	-	*	-	7%	17%	18%	7%	5% 4%	12%	-	-	*	-
	Students	400/	4.40/	400/	470/	000/						400/		400/		* 22%	*				
	CWD CWOD	10%	14% 40%	18% 7%	17% 5%	20% 6%	20%	-	-	*	-	18% 6%	- 17%	18%	- 7%	* 22% 5% 0%	13%	-	-	*	-
	EL	19%	19%	5%	*	4%	*	_	-	_	_	3%	*	*	5%	5% 0%	10%	-	-	_	-
	Male	24%	34%	4%	6%	3%	*	-	-	-	-	4%	*	22%	0%	0% 4%		-	-	-	-
	Female	29%	40%	12%	11%	11%	*	-	-	*	-	11%	*	*	13%	10% -	12%	-	-	*	-
Mathematics	All	24%	33%	19%	24%	17%	0%	_	_	*	_	19%	17%	27%	18%	10% 21%	16%	_	_	*	_
	Students																				
	CWD	12%	14%	27%	33%	20%	- 0%	-	-	-	-	27%	- 17%	27%	100/	* 22%	* 1E0/	-	-	- *	-
	CWOD EL	25% 18%	35% 20%	18% 10%	21%	17% 11%	0% *	-	-	_	-	18% 10%	17%	*	18% 10%	10% 21% 10% 13%	15% 6%	-	-	_	-
	Male	26%	34%	21%	19%	23%	*	-	-	-	-	20%	*	22%	21%	13% 21%	-	-	-	-	-
	Female	22%	32%	16%	33%	11%	*	-	-	*	-	17%	*	*	15%	6% -	16%	-	-	*	-
Grade 4																					
Grade 4 Reading	All	21%	30%	9%	7%	11%	*	*	*	_	*	9%	8%	0%	10%	7% 8%	10%	-	_	_	_
	Students																				
	CWD	8%	8%	0%	0%	0%	-	-	-	-	*	0%	*	0%	-	0% 0%	*	-	-	-	-
	CWOD EL	23% 12%	33% 10%	10% 7%	8% -	12% 7%	*	*	_	-	_	10% 6%	9% 17%	- 0%	10% 8%	8% 10% 7% 3%	11% 11%	-	-	-	-
	Male	20%	28%	8%	6%	9%	*	-	-	-	-	9%	0%	0%	10%	3% 8%	-	-	-	-	-
	Female	23%	33%	10%	7%	13%	-	*	*	-	*	9%	14%	*	11%	11% -	10%	-	-	-	-

		04 / =	N-4 ! : -		Afr		. 1471 **	Amer			or More	Econ	Non Econ	· • • • • • • • • • • • • • • • • • • •	01415-	_ .		F •			Foster	
Mathematics	All	27%	37%	ampus 29%	Amer F 17%	ispanio 35%	white	Ind *	Asian *	ISI -	Races	30%	Disadv 25%	23%	30%			Female 26%	Migrant -	Homeless -	Care	Militar -
:	Students	400/	100/	000/	470/	000/						050/	*	000/		000/	000/					
	CWD	13% 29%	13% 40%	23% 30%	17% 17%	33% 35%	*	*	*	-	*	25% 31%	27%	23%	30%		30% 33%	28%	-	-		-
	EL	20%	22%	40%	-	39%	*	*	-	-	-	38%	50%	33%	40%		42%	37%	-	-	-	-
	Male	29%	39%	32%	13%	36%	*	-	-	-	-	32%	40%	30%	33%		32%	-	-	-	-	-
	Female	25%	35%	26%	21%	33%	-	*	*	-	*	28%	14%	*	28%	37%	-	26%	-	-	-	-
Grade 5					400/										201	201		201				
Reading	All Students	29%	41%	11%	10%	10%	*	*	-	-	-	10%	25%	22%	9%	0%	13%	9%	-	*	-	-
	CWD	9%	10%	22%	9%	33%	-	*	-	-	-	20%	*	22%	-	*	29%	*	-	*	-	-
	CWOD EL	31% 14%	45% 11%	9% 0%	10%	8% 0%	*	-	-	-	-	8% 0%	20%	*	9% 0%	0% 0%	9% 0%	9% 0%	-	*	-	-
	Male	26%	38%	13%	13%	9%	*	*	-	-	-	12%	20%	29%	9%	0%	13%	-	_	*	-	_
	Female	31%	44%	9%	5%	11%	*	-	-	-	-	7%	*	*	9%	0%	-	9%	-	*	-	-
Mathematics	All	36%	48%	25%	12%	29%	*	*	-	-	-	25%	25%	28%	25%	20%	27%	23%	-	*	-	-
	Students CWD	14%	15%	28%	9%	50%		*				27%	*	28%		*	29%	*		*		
	CWD	38%	52%	25%	13%	28%	*	_	-	-	-	25%	20%	2070	25%	21%		23%	-	*	-	
	EL	24%	24%	20%	-	20%	-	-	-	-	-	20%	*	*	21%	20%	21%	20%	-	*	-	-
	Male Female	36% 35%	48% 48%	27% 23%	13% 11%	31% 27%	*	*	-	-	-	28% 22%	20%	29%	27% 23%	21% 20%		- 23%	-	*	-	-
Science	All Students	23%	26%	12%	7%	12%	*	*	-	-	-	11%	25%	28%	9%	2%	15%	7%	-	*	-	-
	CWD	11%	9%	28%	9%	50%	-	*	-	-	-	20%	*	28%	-	*	29%	*	-	*	-	-
	CWOD EL	25% 11%	28% 6%	9% 2%	6% -	9% 2%	*	-	-	-	-	9% 2%	0%	*	9% 2%	2% 2%	12% 4%	6% 0%	-	*	-	-
	Male	25%	30%	15%	9%	15%	*	*	-	_	_	13%	40%	29%	12%	4%	15%	-	-	*	_	_
	Female	21%	23%	7%	5%	8%	*	-	-	-	-	7%	*	*	6%	0%	-	7%	-	*	-	-
AAR Percer All Grades	nt at App	roach	es Gra	de Lev	el or A	bove																
All Subjects	All	77%	82%	67%	63%	68%	75%	100%	*	*	63%	66%	80%	54%	69%	63%	66%	69%	-	75%	*	-
;	Students CWD	46%	47%	54%	46%	65%	_	*	_	_	*	53%	64%	54%	_	36%	54%	55%	_	*	_	_
		81%	86%	69%	69%	69%	75%	*	*	*	83%	68%	84%	-	69%		69%	69%	-	89%	*	-
	EL Male	62% 74%	62% 80%	63% 66%	* 56%	63% 70%	60% 78%	*	-	-	-	62% 65%	86% 74%	36% 54%	65% 69%		66% 66%	60%	-	* 100%	-	-
	Female		85%	69%	73%	66%	73%	*	*	*	63%	67%	86%	55%	69%	60%		69%	-	50%	*	-
Reading	All	73%	80%	67%	67%	66%	56%	*	*	*	*	66%	77%	60%	68%	62%	64%	70%	_	*	*	_
	Students																					
	CWD	39% 78%	43% 84%	60% 68%	57% 70%	65% 66%	- 56%	*	*	*	*	58% 67%	77%	60%	- 68%		58% 65%	67% 70%	-	*	*	-
	EL	54%	55%	62%	*	62%	40%	*	-	-	-	61%	75%	40%	63%		64%	59%	-	*	-	-
	Male	69%	77%	64%	55%	67%	*	*	-	-	-	64%	69%	58%	65%		64%		-	*	-	-
	Female	78%	84%	70%	83%	65%	40%	*	*	*	*	69%	85%	67%	70%	59%	-	70%	-	*	*	-
Mathematics	All	81%	84%	74%	72%	75%	89%	*	*	*	*	74%	85%	57%	77%	73%	74%	74%	-	*	*	-
•	Students CWD	53%	50%	57%	52%	65%	_	*	_	_	*	58%	*	57%	_	40%	58%	56%	_	*	_	_
	CWOD		88%	77%	78%	76%	89%	*	*	*	*	76%	91%	-		75%	78%	76%	-	*	*	-
	EL	72%	72%	73%	*	73%	80%	*	-	-	-	71%	100%	40%			78%	68%	-	*	-	-
	Male Female	79% 82%	82% 86%	74% 74%	64% 83%	79% 71%	100%	*	*	*	*	74% 73%	85% 85%	58% 56%	78% 76%		74%	- 74%	-	*	*	-
							.0070															
Science	All Students	80%	84%	50%	34%	55%	*	*	-	-	-	48%	75%	33%	52%	35%	50%	49%	-	*	-	-
	CWD	51%	50%	33%	9%	67%	-	*	-	-	-	27%	*	33%	-	*	36%	*	-	*	-	-
	CWOD EL	61%	88% 58%	52% 35%	42%	54% 35%	_	-	-	-		50% 32%	80%	*	52% 37%		53% 36%	51% 35%	-	*		-
	Male	79%	83%	50%	41%	52%	*	*	-	-	-	49%	60%	36%	53%		50%	-	-	*	-	-
	Female	81%	85%	49%	26%	59%	*	-	-	-	-	46%	*	*	51%	35%	-	49%	-	*	-	-
AAR Percer All Grades	nt at Mee	ts Gr	ade Lev	el or A	bove																	
All Subjects	All	49%	59%	36%	28%	39%	50%	80%	*	*	25%	36%	47%	27%	38%	31%	36%	37%	-	33%	*	-
;	Students CWD	24%	26%	27%	14%	40%	-	*	-	-	*	24%	45%	27%	-		29%	18%	-	*	-	-
	CWOD		62%	38% 31%	32%	39% 31%	50%	*	*	*	33%	37%	47% 46%	- 1/1%	38%		38%	38%	-	44% *	*	-
	EL Male	29% 47%	29% 56%	31% 36%	27%	31% 39%	30% 78%	*	-	-	-	30% 35%	46% 52%	14% 29%	32% 38%		32% 36%	30%	-	67%	-	-
	Female		61%	37%	29%	41%	27%	*	*	*	25%	36%	41%	18%		30%		37%	-	0%	*	-
Reading	All	47%	57%	28%	24%	28%	56%	*	*	*	*	27%	35%	21%	29%	22%	26%	30%	_	*	*	_
	Students	21%	24%	21%	13%	29%	_	*	_	_	*	21%	*	21%	_		24%	11%	_	*	_	_
	CWOD		61%	29%	27%	28%	56%	*	*	*	*	28%	36%	- 1 /0	29%	22%	26%	31%	-	*	*	-
	EL	23%	24%	22%	*	21%	40%	*	-	-	-	21%	33%	10%	22%	22%	20%	23%	-	*	-	-
	Male Female	43% 51%	53% 62%	26% 30%	22% 26%	25% 31%	* 40%	*	*	*	*	25% 29%	31% 38%	24% 11%	26% 31%	20% 23%	26%	- 30%	-	*	*	-
	remale.	J 1%	0∠%	3U %	∠0%	31%	40%					∠9%	ან%	11%	31%	۷۵%	-	ა∪%	-			-

											Two											
											or		Non									
					Afr			Amer			More										Foster	
						^r Hispanic	White	Ind	Asian	Isl	Races		Disadv		CWOD				Migrant	Homeless	Care	Military
	CWD	26%	28%	29%	17%	41%	-	*	-	-	*	26%	*	29%	-		30%	22%	-	*	-	-
	CWOD		63%	50%	43%	53%	44%	*	*	*	*	49%	68%	-	50%	47%	53%	48%	-	*	*	-
	EL	37%	37%	46%	*	46%	20%	*	-	-	-	44%	75%	20%	47%	46%	50%	41%	-	*	-	-
	Male	50%	58%	49%	35%	54%	*	*	-	-	-	47%	77%	30%	53%	50%	49%	-	-	*	-	-
	Female	51%	60%	46%	40%	50%	20%	*	*	*	*	45%	54%	22%	48%	41%	-	46%	-	*	*	-
Science	All	53%	60%	30%	15%	36%	*	*	_	_	_	31%	25%	33%	29%	13%	31%	30%	_	*	-	_
	Students																					
	CWD	25%	27%	33%	9%	67%	-	*	-	_	-	27%	*	33%	-	*	36%	*	-	*	-	-
	CWOD			29%	16%	34%	*	_	_	_	_	31%	0%	_	29%	13%	29%	30%	_	*	-	_
	EL	26%		13%	-	13%	_	_	_	_	_	14%	*	*	13%		11%	15%	_	*	_	_
	Male	53%	60%	31%	18%	33%	*	*	_	_	_	30%	40%	36%	29%		31%	-	_	*	_	_
	Female			30%	11%	41%	*	_	_	_	_	31%	*	*	30%	15%		30%	_	*	_	
	remaie	33 /0	0170	30 /6	1170	4170		_	_	-	_	3170			30 70	1070	-	30 70	_		-	-
STAAR Perce	nt at Mac	store	Grado	Lovel																		
	iii at ivias	31613	Graue	FEAGI																		
All Grades																						
All Subjects	All Students	23%	32%	16%	11%	17%	35%	60%	*	*	0%	16%	20%	22%	15%	12%	18%	15%	-	25%	*	-
	CWD	8%	9%	22%	13%	30%	-	*	-	-	*	20%	36%	22%	-	9%	24%	14%	-	*	-	-
	CWOD		35%	15%	11%	16%	35%	*	*	*	0%	15%	16%	_	15%	12%	16%	15%	_	33%	*	_
	EL	11%	11%	12%	*	12%	20%	*	_	_	-	12%	21%	9%	12%		12%	13%	_	*	_	_
	Male	22%	30%	18%	11%	18%	56%	*	_	_	_	17%	23%	24%	16%		18%	-	_	50%	_	_
	Female		34%	15%	12%	16%	18%	*	*	*	0%	14%	17%	14%	15%	13%		15%	-	0%	*	-
Reading	All	20%	30%	9%	8%	9%	22%	*	*	*	*	9%	15%	14%	9%	4%	9%	10%	_	*	*	_
ū	Students																					
	CWD	7%	8%	14%	9%	18%	_	*	_	_	*	13%	*	14%	_	0%	18%	0%	_	*	_	_
	CWOD		32%	9%	8%	9%	22%	*	*	*	*	8%	14%	-	9%	4%	7%	11%	_	*	*	_
	EL	8%	8%	4%	*	4%	20%	*	_	_	_	3%	17%	0%	4%	4%	1%	8%	_	*	_	_
	Male	17%	26%	9%	9%	7%	*	*	_	_	_	9%	8%	18%	7%	1%	9%	-	_	*	_	_
	Female		34%	10%	7%	12%	20%	*	*	*	*	9%	23%	0%	11%	8%	370	10%	_	*	*	_
	remale	2370	3470	10%	1 70	1270	20%					970	23%	U 70	1170	070	-	1070	-			-
Mathematics	s All	26%	35%	25%	16%	28%	44%	*	*	*	*	25%	23%	26%	25%	23%	27%	22%	-	*	*	-
	Students																					
	CWD	11%	11%	26%	17%	35%	-	*	-	_	*	26%	*	26%	-	20%	27%	22%	-	*	-	-
	CWOD		38%	25%	16%	27%	44%	*	*	*	*	25%	23%	-	25%		27%	22%	-	*	*	-
	EL	16%	17%	23%	*	24%	20%	*	_	_	_	22%	33%	20%	23%		26%	21%	_	*	_	_
	Male	25%	35%	27%	15%	31%	*	*	_	_	_	27%	31%	27%	27%		27%	2170	_	*	_	_
	Female			22%	19%	24%	20%	*	*	*	*	22%	15%	22%	22%	21%		22%	_	*	*	_
	remale	20 /0	30 /0	22 /0	1970	24 /0	20 /0					22 /0	13 /0	22 /0	ZZ /0	21/0	-	22 /0	-			-
Science	All Students	24%	33%	12%	7%	12%	*	*	-	-	-	11%	25%	28%	9%	2%	15%	7%	-	*	-	-
	CWD	8%	7%	28%	9%	50%	_	*		_	_	20%	*	28%	_	*	29%	*		*	_	
	CWOD		35%	9%	6%	9%	*		-	-	-	9%	0%	20 /0	9%	2%		6%	-	*	-	-
		26% 7%						-	-	-	-	9% 2%	0%	-	9% 2%				-	*	-	-
	EL		6%	2%	- 00/	2%	-	*	-	-	-					2%	4%	0%	-	*	-	-
	Male	25%	33%	15%	9%	15%	*	-	-	-	-	13%	40%	29%	12%	4%		-	-	*	-	-
	Female	23%	32%	7%	5%	8%	*	-	-	-	-	7%	*	*	6%	0%	-	7%	-	*	-	-

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	77	72	79	*	*	-	-	*	76	75	80
CWD	75	72	75	-	*	-	-	*	76	75	58
CWOD	77	72	79	*	*	-	-	*	76	-	82
EL	80	-	80	*	*	-	-	-	78	58	80
Male	73	64	77	*	*	-	-	-	72	73	81
Female	82	82	82	*	*	-	-	*	81	83	80
Mathematics											
All Students	84	82	85	*	*	-	-	*	83	72	85
CWD	72	80	65	-	*	-	-	*	69	72	42
CWOD	86	83	86	*	*	-	-	*	85	-	88
EL	85	-	85	*	*	-	-	-	83	42	85
Male	85	81	85	*	*	-	-	-	84	79	87
Female	83	83	84	*	*	-	-	*	82	50	82

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.

	All	African			American		Pacific	or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Clas	s of 2018	8								
All Students	-	- '	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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- *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
340	35	10%

- ^' 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			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	40	34	41	53	80	*	*	29	39	34	35
School Quality (College, Career,	, and Military	Readines	ss Performa	nce)							
%Students meeting CCMR	=	-	-	-	-	-	-	=	-	-	-

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status						, 10		11000	2.000		
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	Ν
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	Υ	Υ						Υ	Υ	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	Υ						Υ	N	Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	Ν

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL + 36% Y 38% Y 40% Y
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}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)

		Compus	African	Llionanio		American		Pacific		Econ	Non Econ	CWD	CWOD	- 1	Mala	Eomolo	Migrant
Participation Ra	ate	Campus	American	піѕрапіс	wnite	Indian	Asian	isiander	Races	Disauv	Disauv	CVVD	CWOD	EL	waie	remale	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	*	*	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	98%	100%	_	*	_	_	*	99%	100%	99%	_	100%	99%	100%	_
	CWOD	100%	100%	100%	100%	*	*	*	100%	100%	100%	-	100%	100%		100%	_
	EL	100%	*	100%	100%	*	_	_	-	100%	100%	100%	100%	100%		100%	_
	Male	100%	99%	100%	100%	*	_	_	_	100%	100%	99%	100%	100%		-	_
	Female	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	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%	10070	100%	100%		100%	-
	EL	100%	*	100%	100%	*	_	_	_	100%	100%	100%	100%	100%		100%	_
	Male	100%	100%	100%	*	*	_	_	_	100%	100%	100%	100%	100%		-	_
	Female	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	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%	-	100%	-
Science	All Students	99%	98%	100%	*	*	-	-	-	99%	100%	94%	100%	100%	99%	100%	-
	CWD	94%	91%	100%	-	*	-	-	-	93%	*	94%	-	*	93%	*	-
	CWOD	100%	100%	100%	*	-	-	-	-	100%	100%	-	100%	100%		100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%		100%	-
	Male	99%	96%	100%	*	*	-	-	-	99%	100%	93%	100%	100%	99%	-	-
Non-Participation	Female on Rate	100%	100%	100%	*	-	-	-	-	100%	*	*	100%	100%	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	0%	*	*	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	2%	0%	-	*	_	-	*	1%	0%	1%	_	0%	1%	0%	-
	CWOD	0%	0%	0%	0%	*	*	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	*	-	-	-	0%	0%	1%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	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%	=

^{&#}x27;A' 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).

	Male Female	Campus 0% 0%	African American 0% 0%	Hispanic 0% 0%		American Indian * *		Pacific Islander - *	Two or More Races - *	Econ	Non Econ Disadv 0% 0%	CWD 0% 0%	CWOD 0% 0%	EL 0% 0%	Male 0% -	Female - 0%	Migrant - -
Mathematics	All	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
5	Students																
	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%	-	0%	-
Science	All Students	1%	2%	0%	*	*	-	-	-	1%	0%	6%	0%	0%	1%	0%	-
	CWD	6%	9%	0%	-	*	-	-	-	7%	*	6%	-	*	7%	*	-
	CWOD	0%	0%	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	_	0%	_	_	-	-	-	0%	*	*	0%	0%	0%	0%	_
	Male	1%	4%	0%	*	*	_	_	-	1%	0%	7%	0%	0%	1%	-	_
	Female	0%	0%	0%	*	-	-	-	-	0%	*	*	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

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

Okada wa Wish a d Disabiliti		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 In-School Suspensions	95										
III-Scribbi Suspensions	Male	0	0	0	0	0	0	0	0	0	
	Female	2	2	Ö	Ő	Ö	Ö	0	Ö	0	
	Total	2	2	Ö	Ö	0	Ö	0	Ö	0	
Out-of-School Suspensions		_	_	· ·	ŭ	Ü	ŭ	·	ŭ	·	
,	Male	6	4	2	0	0	0	0	0	2	
	Female	4	4	0	0	0	0	0	0	0	
	Total	10	8	2	0	0	0	0	0	2	
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 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	
5 5.	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement		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 0	0	0 0	0	0	
Students With Disabilities	Total	U	U	U	U	U	U	U	U	U	
In-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
Out-of-School Suspensions	iotai	O	O	O	O	O	U	U	U	U	O
Cut of Control Cuoponoione	Male	4	4	0	0	0	0	0	0	0	0
	Female	2	2	Ö	Ö	Ō	0	0	0	0	0
	Total	6	6	Ö	Ö	Ō	Ō	0	Ō	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 Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0

^{&#}x27;-' 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	Two or More Races	EL 0	Students with Disabilities	Students with Disabilities (Section 5 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	25	14	11	0	0	0	0	0	5	5	0
	Female	27	11	14	0	0	0	0	2	11	2	0
	Total	52	25	25	0	0	0	0	2	16	7	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	1
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	36	8	26	0	0	0	0	2	14	2
	Female	39	11	26	2	0	0	0	0	20	0
	Total	75	19	52	2	0	0	0	2	34	2
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	_	-	-	-
	Female	-	-	-	-	-	-	_	-	-	-
	Total	-	-	-	-	-	-	_	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	_	-	-	_
Courses											
	Female	-	-	-	-	-	_	-	-	-	-
	Total	-	-	-	-	-	_	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	_	-	-	-
Programs											
ŭ	Female	-	-	-	-	-	-	_	-	-	_
	Total	-	-	-	-	-	-	_	-	-	_

^{&#}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

^{&#}x27;-' 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.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.5	14.1%
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.9	6.6%

^{&#}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..

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,881	1%	86	2%	*	2%
Mathematics	5,880	1%	86	2%	*	2%
Grade 4 Reading	6,312	2%	75	1%	*	2%
Mathematics	6,311	2%	75	1%	*	2%
Grade 5 Reading	6,133	1%	93	2%	*	2%
Mathematics	6,131	1%	92	2%	*	2%
Science	6,133	1%	92	2%	*	2%
Grade 6 Reading	6,038	1%	89	2%	-	-
Mathematics	6,036	1%	89	2%	-	-
Grade 7 Reading	5,616	1%	74	1%	-	-
Mathematics	5,616	2%	74	1%	-	-
Grade 8 Reading	5,251	1%	82	1%	-	-
Mathematics	5,254	2%	82	2%	-	-
Science	5,250	1%	82	1%	-	-
End of Course English I	5,150	1%	92	1%	-	-
English II	4,680	1%	76	1%	-	-
Algebra I	5,122	1%	93	1%	-	-
Biology	4,954	1%	91	1%	-	-
All Grades All Subjects	101,751	1%	1,523	1%	17	2%
Reading	45,064	1%	667	1%	7	2%
Mathematics	40,350	1%	591	1%	7	2%

	State	State	District	District	Campus	Campus
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Science	16,337	1%	265	1%	*	2%

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

							% At or	Above		
			% Belo	w Basic	% At or At	ove Basic	Profi	cient	% At Ac	dvanced
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	*	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 50	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%

^{&#}x27;_'

Grade	Subject	Student Group	Rate
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'*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

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

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

There is no data for this campus.