Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools

Campus Name: DULLES H S Campus ID: 079907001 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 (n)(2), for use in the accountability system:

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

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

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
riigir conocio ana re 12	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)

					Afr			Amer		Pac	Two or More	Econ	Non Econ							Foster	
		State [District (Campus	Amer	lispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL Mal	e Female	Migran	Homeless	Care	Milit
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	CWD	27%	31%	31%	17%	39%	20%	(*	45%	*	50%	24%	40%	31%		18% 28%		-	070/		
	CWOD	71%	79%	84%	84%	73%	95%	, , ,	86%	*	95%	75%	91%		84%	39% 83%			67%		
	EL	34%	35%	37%	*	44%	*	1949	30%	-		40%	29%	18%	39%	37% 40%		-		*	- 7
	Male	60%	69%	76%	70%	65%	78%		85%	*	75%	67%	84% 90%	28% 37%	83% 85%	40% 76% 33% -	81%	1000	50%	120	-
	Female	73%	79%	81%	76%	70%	96%	100	84%	-	100%	69%	90%	31%	85%	33% -	0170	-	3070		
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	CWOD	72%	80%	83%	81%	77%	90%	*	85%		81%	75%	88%	-	83%	31% 819		-	80%	•	
	EL	30%	33%	30%	*	38%	*	2	27%	343	*	27%	36%	14%	31%	30% 36%		1/25		-	
	Male	62%	72%	77%	71%	68%	78%	*	83%	155	76%	69%	81%	40%	81%	36% 779		-	80%	13.5	
	Female	73%	81%	84%	79%	81%	91%	*	84%	(4)	90%	71%	92%	37%	86%	22% -	84%	-	63%	•	
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	CWD	52%	45%	39%	27%	42%	46%	-	71%	-	33%	41%	38%	39%	2	25% 389	6 41%	-	*	79 10 3	
	CWOD	87%	90%	85%	86%	78%	94%	-	88%	*	86%	81%	89%	-	85%	65% 85%			*	-	
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	Female		71%	79%	68%	66%	91%	-	90%	-	80%	64%	88%	22%	83%	21%	•	79%	-	17%	-	,
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nd of Course English I	ÁII	10%	19%	29%	14%	11%	36%	-	46%	*	37%	12%	42%	2%	32%	1%	22%	36%	-	0%	*	,
	Students CWD	3%	4%	2%	0%	0%	0%	_	18%	-	0%	2%	3%	2%	-	9%	4%	0%	-	*	-	,
	CWOD	11%	22%	32%	17%	13%	40%	-	47%	*	48%	14%	45%	- 00/	32%	0%	25% 2%	40% 0%	-	0%	_	
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	CWD	4% 8%	15%	24%	8%	8%	29%		36%	-	38%	10%	33%	-	24%	0%	21%	29%	-	10%	•	
	EL	0%	1%	0%	*	0%	*	-	0%	-	•	0%	0%	0%	0%	0%	0%	0%	-	*	*	
	Male	6%	11%	19%	5%	5%	26%	*	29%	-	18%	7% 11%	25% 38%	0% 0%	21% 29%	0% 0%	19%	27%	-	20% 0%	_	
	Female		18%	27%	10%	11%	26%	-	41%	-	70%						21%	24%	_	*		o
Algebra I (All Students	36%	43%	22%	15%	14%	29%	-	41% 14%	•	15%	19% 2%	26% 0%	1% 1%	27%		21%	24% 0%	-			J
	CWD	9% 39%	10% 48%	1% 27%	0% 18%	0% 17%	0% 36%	_	43%	*	21%	23%	31%	-	27%		26%	28%	-	•	-	
	EL	19%	15%	20%	*	8%	*	_	28%	-	•	22%	15%	13%	21%		21%	17%	-	-	-	
	Male Female	31%	39% 48%	21% 24%	8% 20%	15% 13%	18% 39%	-	42% 38%	*	15% 14%	18% 21%	25% 27%	2% 0%	26% 28%	17%	21%	24%	-	*	-	
3iology	All	24%	36%	51%	34%	35%	56%		68%	*	57%	34%	62%	2%	56%		49%	53%		0%	-	
	Students						001		00/		*	201	3%	2%	_	0%	3%	0%	_		_	
	CWD	6% 26%	6% 40%	2% 56%	0% 39%	4% 40%	0% 63%	*	0% 69%	*	68%	0% 39%	67%	Z 70 -	56%	8%		57%	_	0%	-	
	EL	4%	6%	7%	*	10%	*		6%	-	*	8%	5%	0%	8%	7%	8%	5%	-	-	-	
	Male	24%	35%	49%	32%	33% 36%	48% 64%	*	64% 72%		62% 50%	33% 36%	60% 64%	3% 0%	55% 57%	8% 5%	49%	53%	-	* 0%	-	
AAR Percei	nt nt Ani	nroad	hae Gr	ado l o	vel or	Ahove																
II Grades					78%	74%	87%		88%		82%	74%	88%	41%	87%	45%	80%	85%	-	57%	+	7
All Subjects	All Students	77% 46%	82% 47%	82% 41%	32%	43%	40%		54%		53%	37%	46%	41%	-		38%	45%	_	18%		
	CWD	81%	86%	87%	87%	79%	94%		89%		89%	80%	92%	-	87%	48%	86%	88%	-	75%	*	8
	EL	62%	62%	45%	50%	50%	42%	-	43%		20%	47%	42%	21%	48%		48%	42%	-	58%	*	3
	Male	74%	80%	80%	75%	70%	81%		88% 87%		80% 87%	73% 76%	85% 91%	38% 45%	86% 88%		80%	85%	-	57%		1(
				85%	82%	79%	94%				0170	1070	9170	4570	0070	76.7	,	0070				7
- "	Female		85%	700/	740/	700/	0.60/.				93%	60%	87%	35%	84%	34%	76%	82%	_			
	Female All Students	73%	80%	79%	74% 22%	70% 39%	85% 32%		84%		83% 57%	69% 26%	87% 46%	35% 35%	84%		6 76% 6 33%	82% 38%	-	61% 29%	•	
	Female All	73% 39%		79% 35% 84%	74% 22% 83%	70% 39% 75%	85% 32% 92%	_		, -	83% 57% 87%	26% 75%	46% 90%	35% -	84%	17% 35%	6 33% 6 82%	38% 85%	-	61% 29% 75%	•	
	Female All Students CWD	73% 39% 78% 54%	80% 43% 84% 55%	35% 84% 34%	22% 83% *	39% 75% 42%	32% 92% 38%		84% 50% 85% 29%	, - , *	87% *	26% 75% 34%	46% 90% 32%	35% - 17%	84% 35%	17% 35% 34%	6 33% 6 82% 6 38%	38% 85% 28%	-	61% 29% 75%		
	Female All Students CWD CWOD EL Male	73% 39% 78% 54% 69%	80% 43% 84% 55% 77%	35% 84% 34% 76%	22% 83% * 71%	39% 75% 42% 67%	32% 92% 38% 78%		84% 50% 85% 29% 84%	, - *	87% 76%	26% 75% 34% 68%	46% 90% 32% 83%	35% - 17% 33%	- 84% 35% 82%	17% 35% 34% 38%	6 33% 6 82% 6 38% 6 76%	38% 85%	-	61% 29% 75%		
•	All Students CWD CWOD EL Male Female	73% 39% 78% 54% 69% 78%	80% 43% 84% 55% 77% 84%	35% 84% 34% 76% 82%	22% 83% * 71% 78%	39% 75% 42% 67% 75%	32% 92% 38% 78% 94%	*	84% 50% 85% 29% 84% 84%	*	87% *	26% 75% 34%	46% 90% 32%	35% - 17% 33% 38%	84% 35% 82% 85%	17% 35% 34% 38% 28%	6 33% 6 82% 6 38% 6 76%	38% 85% 28% - 82%	-	61% 29% 75% *	•	8
Mathematics	All Students CWD CWOD EL Male Female Students	73% 39% 78% 54% 69% 78%	80% 43% 84% 55% 77% 84%	35% 84% 34% 76% 82%	22% 83% * 71% 78%	39% 75% 42% 67% 75%	32% 92% 38% 78% 94%	* *	84% 50% 85% 29% 84% 84%	*	87% 76% 95% 70%	26% 75% 34% 68% 70%	46% 90% 32% 83% 91%	35% 17% 33% 38% 39%	84% 35% 82% 85% 85%	17% 35% 34% 38% 28%	6 33% 6 82% 6 38% 6 76% 6 - 6 76%	38% 85% 28% - 82%	-	61% 29% 75% *	*	8
Mathematics	All Students CWD CWOD EL Male Female Students CWD	73% 39% 78% 54% 69% 78% 81%	80% 43% 84% 55% 77% 84% 84%	35% 84% 34% 76% 82% 77%	22% 83% * 71% 78% 74%	39% 75% 42% 67% 75% 71%	32% 92% 38% 78% 94% 85%		84% 50% 85% 29% 84% 84%	* * * * *	87% 76% 95% 70% 33%	26% 75% 34% 68% 70% 74%	46% 90% 32% 83% 91% 81%	35% - 17% 33% 38% 39%	84% 35% 82% 85% 85%	17% 35% 34% 38% 28% 59%	6 33% 6 82% 6 38% 6 76% 6 - 6 76% 6 38%	38% 85% 28% 82% 79%	-	61% 29% 75% *	*	8
Mathematics	All Students CWD CWOD EL Male Female Students CWD CWOD CWOD	73% 39% 78% 54% 69% 78% 81% 53% 84%	80% 43% 84% 55% 77% 84% 84%	35% 84% 34% 76% 82% 77% 39% 85%	22% 83% * 71% 78%	39% 75% 42% 67% 75% 71% 42% 78%	32% 92% 38% 78% 94%		84% 50% 85% 29% 84% 84%	* * * *	87% 76% 95% 70%	26% 75% 34% 68% 70%	46% 90% 32% 83% 91%	35% 17% 33% 38% 39% 39%	84% 35% 82% 85% 85%	17% 35% 34% 38% 28% 59% 25%	6 33% 6 82% 6 38% 6 76% 6 - 6 76%	38% 85% 28% 82% 79% 41% 86%	-	61% 29% 75% *		8
Mathematics	Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	80% 43% 84% 55% 77% 84% 84% 50% 88% 72% 82%	35% 84% 34% 76% 82% 77% 39% 85% 59% 76%	22% 83% * 71% 78% 74% 27% 86% *	39% 75% 42% 67% 75% 71% 42% 78% 52% 68%	32% 92% 38% 78% 94% 85% 46% 94% *	*	84% 50% 85% 29% 84% 84% 87% 71% 88% 68%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86%	26% 75% 34% 68% 70% 74% 41% 81% 64% 72%	46% 90% 32% 83% 91% 81% 38% 50% 80%	35% - 17% 33% 38% 39% 39% - 25% 38%	84% 35% 82% 85% 85% 65% 65% 85%	17% 35% 34% 38% 28% 59% 25% 65% 59%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 38% 6 55% 6 76%	38% 85% 28% 82% 79% 41% 86% 65%	-	61% 29% 75% *		8
Mathematics	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female Female Female Female	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79%	80% 43% 84% 55% 77% 84% 84% 50% 88% 72% 86%	35% 84% 34% 76% 82% 77% 39% 85% 59% 76% 79%	22% 83% * 71% 78% 74% 27% 86% * 72% 75%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74%	32% 92% 38% 78% 94% 85% 46% 94% * 76% 94%	*	84% 50% 85% 29% 84% 87% 71% 88% 68% 89%	-* -* -* -* -* -* -* -* -* -* -* -* -* -	87% 76% 95% 70% 33% 86% - 69% 71%	26% 75% 34% 68% 70% 74% 41% 81% 64% 72% 77%	46% 90% 32% 83% 91% 81% 38% 50% 80% 82%	35%	84% 35% 82% 85% 85% 65% 65% 85%	17% 35% 34% 38% 28% 59% 65% 59% 65%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 38% 6 55% 6 76%	38% 85% 28% - 82% 79% 41% 86% 65% - 79%	-	61% 29% 75% * 67% 57%	*	8
Mathematics Science	All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students All Students	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82%	80% 43% 84% 55% 77% 84% 84% 50% 88% 72% 86%	35% 84% 34% 76% 82% 77% 39% 85% 59% 76% 79%	22% 83% *71% 78% 74% 27% 86% *72% 75%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74%	32% 92% 38% 78% 94% 85% 46% 94% 94%	*	84% 50% 85% 29% 84% 84% 87% 71% 88% 88% 84% 96%	* * * * * * * * * *	87% 76% 95% 70% 33% 86% 69% 71%	26% 75% 34% 68% 70% 74% 41% 81% 64% 72% 77%	46% 90% 32% 83% 91% 81% 38% 89% 50% 80% 82%	35% - 17% 33% 38% 39% - 25% 38% 41%	84% 35% 82% 85% 85% 85% 65% 86% 86%	17% 35% 34% 38% 28% 59% 59% 55% 65% 71%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 55% 6 76% 6 91%	38% 85% 28% - 82% 79% 41% 86% 65% - 79%		61% 29% 75% *	•	8
Mathematics Science	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80%	80% 43% 84% 55% 77% 84% 84% 50% 88% 82% 86% 84% 50%	35% 84% 34% 76% 82% 77% 39% 85% 76% 79%	22% 83% 71% 78% 74% 27% 86% * 72% 75% 91% 63%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74% 86%	32% 92% 38% 78% 94% 85% 46% 94% * 76% 94%		84% 50% 85% 29% 84% 87% 71% 88% 68% 89%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% - 69% 71%	26% 75% 34% 68% 70% 74% 41% 81% 64% 72% 77%	46% 90% 32% 83% 91% 81% 38% 50% 80% 82%	35% - 17% 33% 38% 39% 39% - 25% 41% 56%	84% 35% 82% 85% 85% 85% 65% 86% 86%	17% 35% 34% 38% 28% 59% 55% 65% 65% 71%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 38% 6 55% 6 76%	38% 85% 28% - 82% 79% 41% 86% 65% - 79% 94%		61% 29% 75% 67% 67% -	•	8
Mathematics Science	All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students All Students	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80%	80% 43% 84% 55% 77% 84% 64% 50% 88% 72% 86% 84% 50% 88%	35% 84% 34% 76% 82% 77% 39% 85% 59% 76% 79%	22% 83% *71% 78% 74% 27% 86% *72% 75%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74%	32% 92% 38% 78% 94% 85% 46% 94% 94%		84% 50% 85% 29% 84% 84% 87% 71% 88% 89% 84% 96%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% 71% 91%	26% 75% 34% 68% 70% 74% 41% 81% 64% 77% 89% 56% 94% 76%	46% 90% 32% 83% 91% 81% 38% 50% 82% 94% 57% 98% 63%	35% - 17% 33% 38% 39% 39% - 25% 38% 41% 56% 56% - 29%	84% 35% 82% 85% 85% 85% 65% 86% 96% 78%	17% 35% 34% 28% 59% 25% 65% 55% 65% 71% 29% 77%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 55% 6 55% 6 76% 6 91% 6 91% 6 91% 6 70%	38% 85% 28% 79% 41% 86% 65% - 79% 94% 65% 97% 74%		61% 29% 75% 67% 67% 63% 63%		8
Mathematics Science	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 51% 80% 61% 79%	80% 43% 84% 55% 77% 84% 84% 50% 88% 72% 86% 84% 50% 88% 83%	35% 84% 34% 76% 82% 77% 39% 85% 76% 79% 92%	22% 83% * 71% 78% 74% 86% * 72% 75% 91% 63% 95%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74% 86% 52% 92%	32% 92% 38% 78% 94% 85% 46% 94% * 76% 94% 93%		84% 50% 85% 29% 84% 84% 87% 71% 88% 68% 89% 84% 96% 50% 97%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% 69% 71% 91%	26% 75% 34% 68% 70% 74% 41% 81% 64% 77% 89% 56% 94% 76%	46% 90% 32% 83% 91% 81% 38% 50% 82% 94% 57% 98%	35% - 17% 33% 38% 39% 39% - 25% 38% 41% 56% 56% 51%	84% 35% 82% 85% 85% 65% 65% 86% 96% 96%	17% 35% 34% 28% 59% 25% 65% 55% 65% 71% 29% 77%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 55% 6 55% 6 76% 6 76% 6 91% 6 91%	38% 85% 28% 79% 41% 86% 65% - 79% 94% 65% 97% 74%		61% 29% 75% 67% 57%		8
Mathematics Science	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female Female Female	73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 72% 79% 80% 61% 79% 81%	80% 43% 84% 55% 84% 50% 88% 72% 86% 84% 50% 88% 85%	35% 84% 34% 76% 82% 77% 39% 85% 79% 92% 92% 96% 91% 94%	22% 83% 71% 78% 74% 86% * 72% 75% 91% 63% 95% 86%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74% 86% 52% 90%	32% 92% 38% 78% 94% 85% 46% 94% 93% 50% 91%		84% 50% 85% 29% 84% 84% 87% 71% 88% 68% 89% 84% 96% 50% 97% 74% 96%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% 71% 91% 95%	26% 75% 34% 68% 70% 74% 41% 81% 64% 72% 77% 89% 56% 94% 76%	46% 90% 32% 83% 91% 81% 38% 50% 82% 94% 57% 98% 63% 93%	35% - 17% 33% 38% 39% 39% - 25% 38% 41% 56% 56% 51%	84% 35% 82% 85% 85% 65% 65% 86% 96% 96%	17% 35% 34% 38% 28% 59% 65% 55% 65% 71% 29% 77%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 55% 6 55% 6 76% 6 76% 6 91% 6 91%	38% 85% 28% 79% 41% 86% 65% -79% 94%		61% 29% 75% 67% 67% 63% 63%		8
Mathematics Science AAR Perce	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female Female Female Female Female Female Female Female Female	73% 39% 78% 69% 81% 81% 81%	80% 43% 84% 55% 84% 50% 88% 72% 82% 86% 84% 50% 88% 50% 88% 50% 88%	35% 84% 34% 76% 82% 77% 39% 85% 79% 92% 92% 96% 91% 94%	22% 83% 71% 78% 74% 86% * 72% 75% 91% 63% 95% 86%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74% 86% 52% 90%	32% 92% 38% 78% 94% 85% 46% 94% 93% 50% 91%		84% 50% 85% 29% 84% 84% 87% 71% 88% 68% 89% 84% 96% 50% 97% 74% 96%	- * - * - * - * - * - * - * - * - * - *	87% 76% 95% 70% 33% 86% 71% 91% 95%	26% 75% 34% 68% 70% 74% 41% 81% 64% 72% 77% 89% 56% 94% 76%	46% 90% 32% 83% 91% 81% 38% 50% 82% 94% 57% 98% 63% 93%	35% 17% 33% 38% 39% 39% -25% 38% 41% 56% 56% 51% 65%	84% 82% 85% 85% 85% 85% 85% 86% 96% 96% 96%	17% 35% 38% 28% 59% 25% 55% 65% 71% 29% 77% 77%	6 33% 6 82% 6 38% 6 76% 6 76% 6 38% 6 55% 6 55% 6 76% 6 76% 6 91% 6 91%	38% 85% 28% - 82% 79% 41% 86% 65% - 79% 94% 65% 97% 74%		61% 29% 75% 67% 67% 63% 63%		6
Mathematics Science AAR Perce Ill Grades All Subjects	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female Female Female Female Female Female Female Female All Students	73% 39% 78% 54% 69% 81% 53% 84% 80% 51% 61% 79% 84%	80% 43% 84% 55% 84% 50% 88% 72% 86% 84% 50% 88% 58% 85%	35% 84% 34% 76% 82% 77% 39% 85% 79% 92% 92% 91% 91% 94% evel or 66%	22% 83% 71% 78% 74% 86% 72% 75% 91% 63% 96% Above	39% 75% 42% 67% 75% 71% 42% 78% 68% 74% 86% 52% 92% 71% 81% 90%	32% 92% 38% 78% 94% 85% 46% 94% 93% 50% 99% 73%		84% 50% 85% 29% 84% 84% 87% 71% 88% 89% 84% 96% 774% 96% 96%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% 71% 91% • 95% 100% 80%	26% 75% 34% 68% 70% 41% 81% 64% 72% 77% 89% 56% 94% 91%	46% 32% 83% 91% 81% 38% 89% 50% 94% 57% 93% 93% 93% 96%	35% 17% 33% 38% 39% 39% 41% 56% 56% 51% 65%	84% 35% 82% 85% 85% 85% 85% 85% 86% 96% 78% 97%	17% 35% 35% 38% 38% 28% 59% 25% 65% 71% 29% 78% 77% 77% 74%	6 33% 6 82% 6 38% 6 76% 6 76% 6 76% 6 85% 6 85% 6 76% 6 91% 6 95% 6 95% 6 91% 6 95% 6 95% 6 96%	38% 85% 28% - 82% 79% 41% 86% 65% - 79% 94% 65% 74% - 94%		61% 29% 75% 67% 63% 63% 63% 20%		8
Mathematics Science AAR Perce III Grades All Subjects	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female Female Female Female Female Female CWD CWOD EL. Male Female Female Female Female CWD CWD EL. Male Female Female Female CWD CWD EL. Male Female Female Female CWD CWD Female Female CWD CWD Female Female Female CWD CWD Female CWD	73% 39% 78% 69% 61% 779% 81% 81% 81% 61% 72% 84% 64% 49% 24%	80% 43% 84% 55% 84% 50% 88% 72% 82% 86% 84% 50% 88% 50% 88% 50% 85%	35% 84% 34% 76% 82% 77% 39% 59% 76% 79% 92% 96% 71% 94% evel or 66%	22% 83% * 71% 78% 74% 27% 86% * 72% 75% 91% 63% 95% * 86% 96% Above 56%	39% 75% 42% 67% 75% 71% 42% 78% 52% 68% 74% 86% 92% 71% 81% 90%	32% 92% 38% 78% 94% 85% 46% 94% 93% 50% 99% 11% 96%		84% 50% 85% 29% 84% 84% 87% 71% 88% 88% 89% 84% 96% 77% 74% 96%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% 69% 71% 100% 80% 75% 29%	26% 75% 34% 68% 70% 41% 64% 77% 89% 94% 94% 91%	46% 90% 32% 83% 91% 81% 89% 50% 82% 94% 57% 98% 63% 93% 96%	35% 17% 33% 38% 39% 39% 25% 41% 56% 56% 56% 17%	84% 35% 82% 85% 85% 85% 86% 96% 78% 97%	17% 35% 35% 36% 38% 28% 25% 65% 55% 65% 719 72% 74% 19% 9%	6 33% 6 82% 6 76% 6 76% 6 76% 6 76% 6 85% 6 76% 6 76% 6 95% 6 95% 6 95% 6 91% 6 95% 6 95% 6 70% 6 91%	38% 85% 28% 79% 41% 86% 65% 79% 94% 65% 97% 74%		61% 29% 75% 67% 57% 63% 63% 63% 67%		8
Mathematics Science AAR Perce III Grades All Subjects	All Students CWD CWOD EL. Male Female CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female All Students CWD CWOD EL. Male Female Female Female Female Female Female Female Female All Students	73% 39% 76% 69% 81% 81% 81% 84% 72% 80% 84% 61% 749% 49% 24%	80% 43% 84% 55% 84% 50% 88% 72% 86% 86% 84% 50% 88% 59% rade Lo	35% 84% 34% 76% 82% 77% 39% 85% 79% 92% 92% 91% 91% 94% evel or 66%	22% 83% 71% 78% 74% 86% 72% 75% 91% 63% 96% Above	39% 75% 42% 67% 75% 71% 42% 78% 68% 74% 86% 52% 92% 71% 81% 90%	32% 92% 38% 78% 94% 85% 46% 94% 93% 50% 99% 73%		84% 50% 85% 29% 84% 84% 87% 71% 88% 89% 84% 96% 774% 96% 96%	* * * * * * * * * * * * * * * * * * * *	87% 76% 95% 70% 33% 86% 71% 91% • 95% 100% 80%	26% 75% 34% 68% 70% 41% 81% 64% 72% 77% 89% 56% 94% 91%	46% 32% 83% 91% 81% 38% 89% 50% 94% 57% 93% 93% 93% 96%	35% 17% 33% 38% 39% 39% 41% 56% 56% 51% 65%	84% 35% 82% 85% 85% 85% 85% 86% 96% - 96% - 71% - 71% - 71% - 21%	17% 34% 38% 28% 28% 59% 25% 55% 65% 71% 29% 74% 74% 19% 24% 19% 21% 19% 3 21% 5 19%	6 33% 6 82% 6 38% 6 76% 6 76% 6 76% 6 85% 6 85% 6 76% 6 91% 6 95% 6 95% 6 91% 6 95% 6 95% 6 96%	38% 85% 28% - 82% 79% 41% 86% 65% - 79% 94% 65% 97% - 94%		61% 29% 75% 67% 57% 63% 63% 63% 20% 9%		6

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					Afr			Ame	•	Pac	More	Econ	Econ								Foster	
						Hispani	White	Ind	Asian	isi	Races	Disadv	Disadv	20%	CWOD 74%	16%	Male F	emale M 70%	igrantH -	omeles: 17%	Care	MHI 88
	Female	52%	61%	70%	61%	56%	85%	•	79%	•	82%	54%	82%	20%	1470	1070	-	7 0 70		(170		
Reading	All	47%	57%	66%	57%	54%	74%	*	74%	*	78%	50%	77%	18%	71%	14%	62%	71%	-	26%	*	57
•	Students										0001	400/	240/	18%		4 1 0/	17%	21%		14%		
	CMD	21%	24%	18%	11%	18%	24%	_	23%	*	29%	16%	21% 81%	18%	71%	14%		74%	_	31%		6
	CWOD	50%	61%	71%	64%	59%	81%	•	76%	_	85%	55%		11%	14%	14%		14%	_	*	_	
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	Male	43%	53%	62%	50%	51%	65%	*	71%		70%	49%	71%	17%	67%	14%		71%	•	21%	_	
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Il Grades All Subjects Reading Mathematic	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female ss All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 7% 22% 8% 17% 23% 26% 11% 28% 26% 26%	32% 9% 35% 11% 30% 34% 30% 8% 26% 34% 35% 11% 38% 17% 36% 33%	31% 1% 35% 57% 36% 26% 1% 20% 32% 1% 27% 20% 21% 21% 51%	0% 21% 13% 14% 21% 11% 0% 13% 14% 15% 0% 18% 20%	1% 19% 4% 13% 19% 9% 0% 11% 0% 14% 14% 0% 15% 13%	0% 41% 8% 29% 45% 30% 0% 25% 37% 29% 18% 39% 56%	* * * *	9% 49% 54% 40% 9% 41% 133% 49% 41% 68%	* * * * * * * * * * * * * * * * * * * *	0% 45% 0% 31% 47% 37% 0% 43% 24% 57% 15% 21%	1% 20% 6% 15% 21% 11% 1% 1% 15% 15% 19% 22% 23% 21% 34%	2% 45% 4% 37% 47% 36% 29% 39% 0% 29% 44% 0% 31% 15% 25% 27%	1% -6% 2% 0% 1% 1% 1% 1% 1% 2% 0% 2% 2%	35% 5% 31% 39% 28% 0% 23% 34% 27% 27% 21% 26% 28%	6% 5% 5% 6% 4% 1% 6% 0% 120% 20% 21% 17% 7%	2% 6% 27% - 20% 23% 1% 20% - 6 21% 6 24% 6 21% 6 21% 6 4 21%	0% 39% 4% - 36% 32% 0% 34% 0% - 24% 0% 28% 17% - 24%		0% 4%		;
Il Grades All Subjects Reading	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 Students CWD CWOD EL Male Female Students CWD Students CWD Students CWD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24%	32% 9% 35% 11% 30% 34% 30% 8% 32% 8% 26% 34% 35% 11% 35% 17% 36% 33% 7%	31% 1% 35% 5% 27% 36% 26% 1% 20% 32% 1% 20% 21% 24% 51%	0% 21% 13% 14% 21% 11% 0% 13% - 8% 14% 15% 0% 18% 20% 34%	1% 19% 4% 13% 19% 9% 0% 11% 0% 6% 14% 17% 8% 15% 13% 35%	0% 41% 8% 29% 45% 30% 0% 25% 37% 29% 0% 36% *	* * * * * * * * * * * * * * * * * * * *	9% 49% 54% 40% 9% 41% 133% 49% 41% 28% 28% 68% 0%	* * * * * * * * * * * * * * * * * * * *	0% 45% 0% 31% 47% 37% 0% 24% 57% 15% 21% 15%	1% 6% 15% 21% 11% 12% 15% 19% 22% 22% 21% 34% 0%	2% 45% 47% 37% 47% 36% 29% 44% 26% 0% 31% 15% 25% 27% 62%	1% - 6% 2% 0% 1% 1% - 13% 2% 0% 2% 2% 2%	35% 5% 31% 39% 28% - 28% 0% 23% 34% 27% - 27% 26% 28%	6% 5% 6% 6% 4% 1% 0% 20% 139 219 219 77% 7%	2% 31% 6% 27% - 20% 23% 1% 20% - 6 21% 6 22% 6 21% 6 21% 6 21% 6 21% 6 21%	0% 4% 36% 32% 0% 34% 0% 32% 24% 0% 28% 17% 24% 53%		0% 4%	•	;
AAR Perce Il Grades All Subjects Reading Mathematic Science	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female ss All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWO CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 26% 24% 26% 24%	32% 9% 35% 11% 30% 34% 30% 8% 26% 34% 35% 11% 35% 36% 33% 7% 35%	31% 1% 35% 5% 27% 36% 26% 1% 20% 32% 21% 21% 24% 51% 2% 56%	0% 21% 13% 14% 21% 11% 0% 13% 14% 15% 0% 18% 20%	1% 19% 4% 13% 19% 9% 0% 11% 0% 6% 14% 0% 15% 13% 4% 4% 40%	0% 41% 8% 29% 45% 30% 56% 63% 63%	* * * * * * * * * * * * * * * * * * * *	9% 49% 6% 43% 54% 40% 41% 11% 33% 49% 41% 42% 38% 68% 0% 69%	* * * * * * * * * * * * * * * * * * * *	0% 45% 0% 31% 47% 37% 0% 43% 24% 57% 15% 21%	1% 6% 15% 21% 11% 1% 12% 15% 20% 21% 34% 0% 39%	2% 44% 37% 47% 36% 2% 39% 0% 31% 26% 0% 315% 25% 27% 62%	1% - 6% 2% 0% 1% 1% 1% 2% 0% 2% 2% 2% -	35% 5% 31% 39% 28% 0% 23% 34% 27% 27% 21% 26% 28%	6% 5% 5% 6% 4% 1% 6% 0% 20% 137 20% 217 77 7% 0% 8%	2% 6% 67% - 20% 23% 11% 20% - 6 21% 6 22% 6 21% 6 21% 6 24% 6 - 49%	0% 39% 4% - 36% 32% 0% 34% 0% - 32% 24% 0% 28% 17% - 24% 53% 0% 57%		0% 4%	•	1
Il Grades All Subjects Reading Mathematic	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female st All Students CWD CWOD EL Male Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	23% 8% 25% 24% 20% 7% 22% 8% 17% 23% 26% 11% 26% 26% 24% 8% 26%	32% 9% 35% 11% 30% 34% 30% 8% 26% 34% 35% 11% 38% 17% 36% 33% 7% 35% 6%	31% 1% 35% 27% 36% 26% 1% 20% 32% 27% 27% 20% 51% 24% 56% 7%	0% 21% 13% 14% 21% 11% 0% 13% -8% 14% 15% 0% 18% 20% 34%	1% 19% 4% 13% 19% 9% 0% 11% 0% 14% 14% 0% 15% 13% 40% 40% 40%	0% 41% 8% 29% 45% 30% 0% 34% 0% 25% 37% 29% 0% 36% • * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * * *	9% 49% 54% 40% 9% 41% 33% 49% 41% 68% 68% 68% 68%	* * * * * * * * * * * * * * * * * * * *	0% 45% 0% 31% 47% 37% 68%	1% 6% 15% 21% 11% 1% 12% 15% 29% 22% 22% 21% 34% 0% 39%	2% 44% 37% 47% 36% 29% 29% 44% 26% 0% 31% 62% 37% 62%	1% - 6% 2% 0% 1% 1% 1% 2% 0% 2% 2% 0% 2% 2% 0%	35% 5% 31% 39% 28% 0% 23% 34% 27% 27% 26% 28% 56%	6% 5% 5% 6% 4% 1% 6% 0% 20% 219 219 217 7% 0% 8% 7%	2% 31% 6% 27% - 20% 23% 1% 20% 6 21% 6 22% 6 24% 6 24% 6 24% 6 25% 8 255% 8 8% 8 8%	0% 39% 4% - 36% 32% 0% 34% 0% - 32% 24% 0% 28% 17% - 24% 53%		0% 4%		;
Il Grades All Subjects Reading Mathematic	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female ss All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female CWO CWOD CWOD CWOD CWOD CWOD CWOD CWOD	23% 8% 25% 111% 22% 24% 20% 7% 23% 26% 11% 26% 26% 24% 8% 26% 7% 7%	32% 9% 35% 11% 30% 34% 30% 8% 32% 8% 26% 34% 35% 11% 35% 17% 35% 33% 7% 35% 33%	31% 1% 35% 5% 27% 36% 26% 1% 20% 32% 21% 21% 24% 51% 2% 56%	0% 21% 13% 14% 21% 11% 0% 13% - 8% 14% 15% 0% 18% 20% 34%	1% 19% 4% 13% 19% 9% 0% 11% 0% 6% 14% 17% 8% 15% 13% 4% 4% 13% 35%	0% 41% 8% 29% 45% 30% 56% 63% 63%	* * * * * * * * * * * * * * * * * * * *	9% 49% 6% 43% 54% 40% 41% 11% 33% 49% 41% 42% 38% 68% 0% 69%	* * * * * * * * * * * * * * * * * * * *	0% 45% 0% 31% 47% 37% 0% 24% 57% 15% 21% 15%	1% 6% 15% 21% 11% 1% 12% 15% 20% 21% 34% 0% 39%	2% 44% 37% 47% 36% 2% 39% 0% 31% 26% 0% 315% 25% 27% 62%	1% - 6% 2% 0% 1% 1% 1% 2% 0% 2% 2% 2% -	35% 5% 31% 39% 28% 0% 23% 34% 27% 27% 21% 26% 28%	6% 5% 5% 6% 4% 1% 0% 120% 20% 219 219 217 7% 0% 8% 7%	2% 6% 27% - 20% 2% 23% 1% 20% - 6 21% 6 21% 6 21% 6 24 6 24 6 24 6 24 6 24 6 24 6 24 6 24	0% 39% 4% - 36% 32% 0% 34% 0% - 32% 24% 0% 28% 17% - 24% 53% 0% 57%		0% 4%		;

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	73	69	74	72	*	75	-	78	73	54	53
CWD	54	50	73	59	_	25	~	-	53	54	33
CWOD	74	71	74	74	*	76	-	78	75	-	57
EL	53	-	69	*	-	45		-	66	33	53
Male	71	70	75	71	*	71	_	71	70	64	54
Female	75	69	73	74	*	79	*	89	76	22	50
Mathematics All Students	60	58	53	58		76	*	54	59	26	47

4	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
CWD	26	21	28	0	*	75	-	17	28	26	30
CWOD	67	66	59	65	_	76	*	81	65	-	50
	47	*	40	*	_	63	-	*	56	30	47
EL Male	59	59	50	42	-	78	*	50	58	25	50
Female	63	58	57	72	-	73	-	60	60	28	42

Part (iii)(Ii): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation R													
4-year Longitudinal C	ohort Gradua	tion Rate (Gr 9-12): C	lass of 2	018								
All Students	96.1%	93.5%	96.0%	95.2%	100.0%	98.0%	-	95.0%	95.1%	73.7%	97.1%	84.0%	0.0%
CWD	73.7%	77.8%	83.3%	72.7%	-	50.0%	-	50.0%	73.7%	73.7%	100.0%	60.0%	-
CWOD	97.7%	95.2%	97.8%	97.0%	100.0%	99.0%	_	100.0%	97.6%	-	97.0%	90.0%	0.0%
EL	97.1%	100.0%	100.0%	100.0%	-	95.7%	-	-	100.0%	100.0%	97.1%	100.0%	-
Male	95.1%	87.8%	96.2%	96.1%	100.0%	97.1%	-	90.9%	94.4%	71.4%	95.0%	70.0%	-
Female	97.2%	98.1%	95.9%	94.3%	-	99.0%	-	100.0%	95.7%	76.5%	100.0%	93.3%	0.0%
Indicates results Indicates there a Ever EL in grades	re no students			protect s	tudent confi	dentiality	•	.,,				ķ)	

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
	164	36	22%
יאי	Indicates data reporting does not	meet for Minimum Size.	
**		to small numbers to protect student cor	nfidentiality.
_'	Indicates zero observations report	ed 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)

			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Student Success (Student Achi	evement Dor	nain Score	STAAR G	omponer	it Only)						
STAAR Component Score	60	51	48	65	*	71	*	65	48	20	23
School Quality (College, Caree	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	76%	58%	61%	82%	*	86%	-	79%	57%	64%	30%
*' Indicates results are maske			to protect stu	ident con	fidentiality.						

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 S	Status										
Reading Interim Goals (2018-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022) Target Met Interim Goals (2023- 2027)	Y 52%	Y 42%	Y 46%	Y 66%	51%	Y 78%	53%	Y 62%	Y 43%	N 31%	Y 39%

Target Met Y 1 Interim Goals (2028- 2032) Target Met Y 1 Long-Term Goals 72% Target Met N Mathematics Interim Goals (2018- 2022) Target Met Y 1 Interim Goals (2018- 1022) Target Met N Interim Goals (2023- 2027) Target Met N Interim Goals (2028- 2032) Target Met N Interim Goals (2028- 2032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2018- 2022) Target Met Interim Goals (2028- 2027) Target Met Interim Goals (2028- 2027) Target Met Interim Goals (2028- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Interim Goals (2018- 2022)	Y 54% Y 66% N 31% Y 41% N 54% N 66%	Y 58% N 69% N 40% Y 49% N 59% N 70%	White Y 73% Y 80% N 59% N 65% N 73% N	1ndian 62% 72% 45% 53% 63% 73%	N 82% N 87% N 82% N 85% N 85% N 88%	1slander 63% 73% 50% 57% 66%	Races Y 70% Y 78% Y 54% 61%	Disadv Y 55% N 67% N 36% Y 45% N	N 45% N 60% N 23% N 34% N	EL + N 52% N 65% N 40% Y 49% N 59%
Interim Goals (2028- 032) Target Met Y Long-Term Goals 72% Target Met N Mathematics Interim Goals (2018- 022) Target Met Y Interim Goals (2023- 54% 0227) Target Met N Interim Goals (2028- 032) Target Met N Long-Term Goals 73% Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2028- 0227) Target Met Interim Goals (2028- 0232) Target Met Interim Goals (2028- 0232) Target Met Long-Term Goals Target Met	54% Y 66% N 31% Y 41% N 54% N	58% N 69% N 40% Y 49% N 59% N	73% Y 80% N 59% N 65% N 65% N 73% N	72% 45% 53% 63%	82% N 87% N 82% N 85% N 88%	73% 50% 57% 66%	70% Y 78% Y 54% 61%	55% N 67% N 36% Y 45% N 57%	45% N 60% N 23% N 34% N 48%	52% N 65% N 40% Y 49% N 59%
Target Met Y Long-Term Goals 72% Target Met N lathematics Interim Goals (2018- 46% 022) Target Met Y Interim Goals (2023- 54% 027) Target Met N Interim Goals (2028- 63% 032) Target Met N Long-Term Goals 73% Target Met N Long-Term Goals 73% Target Met N Interim Goals (2018- 022) Target Met N Interim Goals (2018- 022) Target Met N Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Gederal Graduation Status^4 Interim Goals (2018- 90%	Y 66% N 31% Y 41% N 54% N 66% N	N 69% N 40% Y 49% N 59% N 70%	Y 80% N 59% N 65% N 73%	72% 45% 53% 63%	N 87% N 82% N 85% N 88% N	73% 50% 57% 66%	Y 78% Y 54% 61%	N 67% N 36% Y 45% N 57%	N 60% N 23% N 34% N 48%	N 65% N 40% Y 49% N 59%
Target Met Long-Term Goals Target Met Long-Term Goals Target Met Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 038) Target Met Long-Term Goals Target Met Interim Goals (2018- 029) Target Met Interim Goals (2018- 029) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met	66% N 31% Y 41% N 54% N 66%	69% N 40% Y 49% N 59% N 70%	80% N 59% N 65% N 73% N 80%	45% 53% 63%	87% N 82% N 85% N 88% N 91%	50% 57% 66%	78% Y 54% 61% 69%	67% N 36% Y 45% N 57%	60% N 23% N 34% N 48%	65% N 40% Y 49% N 59%
Long-Term Goals 72% Target Met N lathematics Interim Goals (2018- 46% 022) Target Met Y Interim Goals (2023- 54% 027) Target Met N Interim Goals (2028- 63% 032) Target Met N Interim Goals (2028- 63% 032) Target Met N Long-Term Goals 73% Target Met N linglish Learner Language Proficient Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Gederal Graduation Status^	66% N 31% Y 41% N 54% N 66%	69% N 40% Y 49% N 59% N 70%	80% N 59% N 65% N 73% N 80%	45% 53% 63%	87% N 82% N 85% N 88% N 91%	50% 57% 66%	78% Y 54% 61% 69%	67% N 36% Y 45% N 57%	60% N 23% N 34% N 48%	65% N 40% Y 49% N 59%
Target Met Nathematics Interim Goals (2018- 46% 0022) Target Met Y Interim Goals (2023- 54% 0027) Target Met Nathematics Goals (2028- 63% 0032) Target Met Nathematics Goals (2028- 63% 0032) Target Met Nathematics Goals Goa	N 31% Y 41% N 54% N 66%	N 40% Y 49% N 59% N 70% N	N 59% N 65% N 73% N 80%	45% 53% 63%	N 82% N 85% N 88% N 91%	50% 57% 66%	Y 54% 61% 69%	N 36% Y 45% N 57%	N 23% N 34% N 48%	N 40% Y 49% N 59%
Target Met Nathematics Interim Goals (2018- 46% 0022) Target Met Y Interim Goals (2023- 54% 0027) Target Met Nathematics Goals (2028- 63% 0032) Target Met Nathematics Goals (2028- 73% 0032) Target Met Nathematics Goals Goals (2018- 1022) Target Met Nathematics Goals (2018- 1022) Target Met Interim Goals (2023- 1032) Target Met Interim Goals (2028- 1032) Target Met Interim Goals (2018- 90%	31% Y 41% N 54% N 66% N	40% Y 49% N 59% N 70%	59% N 65% N 73% N 80%	53% 63%	82% N 85% N 88% N 91%	57% 66%	54% 61% 69%	36% Y 45% N 57% N	23% N 34% N 48%	40% Y 49% N 59%
Interim Goals (2018- 46% 022) Target Met Y Interim Goals (2023- 54% 027) Target Met N Interim Goals (2028- 63% 032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficient Interim Goals (2018- 1022) Target Met Interim Goals (2023- 1027) Target Met Interim Goals (2023- 1027) Target Met Interim Goals (2028- 1032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Gederal Graduation Status^	31% Y 41% N 54% N 66% N	Y 49% N 59% N 70% N	N 65% N 73% N 80%	53% 63%	N 85% N 88% N 91%	57% 66%	61% 69%	Y 45% N 57% N	N 34% N 48%	Y 49% N 59%
Interim Goals (2018- 022) Target Met Y Interim Goals (2023- 027) Target Met N Interim Goals (2028- 032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Federal Graduation Status^	Y 41% N 54% N 66% N	Y 49% N 59% N 70% N	N 65% N 73% N 80%	53% 63%	N 85% N 88% N 91%	57% 66%	61% 69%	Y 45% N 57% N	N 34% N 48%	Y 49% N 59%
Target Met Y Interim Goals (2023- 0027) Target Met N Interim Goals (2028- 0032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficient Interim Goals (2018- 2022) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Interim Goals (2028- 2032) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Federal Graduation Status^	Y 41% N 54% N 66% N	Y 49% N 59% N 70% N	65% N 73% N 80%	63%	85% N 88% N 91%	66%	69%	45% N 57% N	34% N 48%	499 N 599
Target Met Y Interim Goals (2023- 027) Target Met N Interim Goals (2028- 032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficient Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Sederal Graduation Status^	41% N 54% N 66% N	49% N 59% N 70% N	65% N 73% N 80%	63%	85% N 88% N 91%	66%	69%	45% N 57% N	34% N 48%	499 N 599
Interim Goals (2023- 027) Target Met Interim Goals (2028- 038) 032) Target Met Long-Term Goals Target Met Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met	41% N 54% N 66% N	49% N 59% N 70% N	N 73% N 80%	63%	N 88% N 91%	66%	69%	N 57% N	N 48%	N 59%
Target Met N Interim Goals (2028- 032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficier Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Federal Graduation Status^	N 54% N 66% N	N 59% N 70% N	73% N 80%		88% N 91%			57% N	48%	59%
Target Met N Interim Goals (2028- 032) Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2018- 022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Federal Graduation Status^	54% N 66% N	59% N 70% N	73% N 80%		88% N 91%			57% N	48%	59%
Interim Goals (2028- (032) Target Met Long-Term Goals Target Met Interim Goals (2018- (2022) Target Met Interim Goals (2023- (2027) Target Met Interim Goals (2028- (2027) Target Met Interim Goals (2028- (2032) Target Met Long-Term Goals Target Met	54% N 66% N	59% N 70% N	73% N 80%		88% N 91%			N		
Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2018- 2022) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Federal Graduation Status^	N 66% N	N 70% N	N 80%		N 91%		77%		N	
Target Met N Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2018- 2022) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^	66% N	70% N	80%	73%	91%	75%	77%		N	
Long-Term Goals 73% Target Met N English Learner Language Proficien Interim Goals (2018- 2022) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Interim Goals (2018- 90%	66% N	70% N	80%	73%	91%	75%	77%		, ,	N
Target Met N English Learner Language Proficien Interim Goals (2018- 2022) Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^	N	N		1070		, 0,0		68%	62%	70%
English Learner Language Proficient Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Long-Term Goals Target Met Federal Graduation Status^			N				,	N	N	N
022) Target Met Interim Goals (2023- 027) Target Met Interim Goals (2028- 032) Target Met Long-Term Goals Target Met Long-Term Goals Target Met Gederal Graduation Status^										36°
Target Met Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^										307
Interim Goals (2023- 2027) Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^										Υ
Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^										389
Target Met Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^										307
Interim Goals (2028- 2032) Target Met Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018- 90%										N
2032) Target Met Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018-90%										409
Target Met Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018-90%										40%
Long-Term Goals Target Met Federal Graduation Status^ Interim Goals (2018- 90%										
Target Met Federal Graduation Status^ Interim Goals (2018- 90%										N
Federal Graduation Status* Interim Goals (2018- 90%										409
Interim Goals (2018- 90%										N
	90%	90%	90%	90%	90%	90%	90%	90%	90%	909
Target Met Y	N	Υ	Υ		N			Y	N	Y
Interim Goals (2023- 92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	929
2027)										
Target Met Y	N	Υ	Υ		N			Y	N	Y
Interim Goals (2028- 94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	949
2032)										
Target Met Y	N	Υ	Υ		N			Υ	N	Υ
Long-Term Goals 94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94
Target Met Y		Ϋ́	Y		N			Υ	N	Y
a ai get iviet	N	•	•							

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	Hispanic	: White	American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran
articipation Ra	ite																
All Subjects	All Students	99%	100%	99%	99%	*	100%	*	100%	99%	99%	99%	99%	100%	100%	99%	-
	CWD	99%	98%	100%	98%		100%		100%	99%	99%	99%	-	100%	99%	98%	-
	CWOD	99%	100%	99%	99%	*	100%	*	100%	100%	99%	-	99%	100%	100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	99%	99%	*	100%	*	100%	99%	100%	99%	100%	100%	100%	-	-
	Female	99%	100%	99%	99%	*	99%	*	100%	99%	99%	98%	99%	100%	-	99%	-
Reading	All Students	99%	100%	99%	99%	*	100%	*	100%	99%	99%	99%	100%		100%		-
	CWD	99%	98%	100%	96%	-	100%	-	100%	99%	98%	99%	-		100%		-
	CWOD	100%	100%	99%	99%	*	100%	*	100%	99%	100%	-	100%		100%	99%	-
	EL	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%			100%		-
	Male	100%	100%	100%	98%	*	100%	*	100%	100%	100%	100%			100%		-
	Female	99%	99%	99%	99%	*	99%	-	100%	99%	99%	96%	99%	100%	-	99%	-
Mathematics	All Students	99%	99%	98%	100%	-	100%	*	100%	99%	100%	99%	99%	100%	99%	100%	-

		Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Econ Disadv	CWD	CWOD	EL		Female I	Viigra
	CWD	99%	96%	100%	100%	-	100%	-	100%	98%	100%	99%	-	100%	98%	100%	-
	CWOD	99%	100%	98%	100%	-	100%	*	100%	99%	99%	•	99%	100%		99%	٠
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%		100%	-
	Male	99%	98%	99%	100%	_	100%	*	100%	98%	100%	98%	99%	100%	99%	-	-
	Female	100%	100%	98%	100%	*	100%	*	100%	100%	99%	100%	99%	100%	-	100%	-
Science	All	99%	100%	99%	99%	*	100%	*	100%	100%	99%	100%	99%	100%	99%	99%	-
Colonico	Students	00,0	10070	• • • •													
	CWD	100%	100%	100%	100%	_	100%	-	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	100%	98%	99%	*	100%	*	100%	100%	99%	_	99%	100%	99%	99%	-
			10070	100%	2270	_	100%	_	*	100%	100%	100%		100%		100%	_
	EL	100%				*		*	100%	99%	100%	100%		100%			_
	Male	99%	100%	99%	98%		100%			100%	99%	100%		100%		99%	_
n-Participati	Female	99%	100%	99%	100%	-	99%	-	100%	100%	9976	10076	9970	10070	•	3370	
n-rai ucipau	on Nate										401	404	401	00/	00/	10/	_
All Subjects	All	1%	0%	1%	1%	*	0%	*	0%	1%	1%	1%	1%	0%	0%	1%	-
	Students	40/	2%	0%	2%		0%	-	0%	1%	1%	1%	-	0%	1%	2%	_
	CWD	1%				*	0%	*	0%	0%	1%		1%	0%	0%	1%	
	CWOD	1%	0%	1%	1%				0%	0%	0%	0%	0%	0%	0%	0%	_
	EL	0%	0%	0%	0%	*	0%	*			0%	1%	0%	0%	0%	-	
	Male	0%	0%	1%	1%		0%		0%	1%							-
	Female	1%	0%	1%	1%	*	1%	*	0%	1%	1%	2%	1%	0%	-	1%	-
Reading	All Students	1%	0%	1%	1%	*	0%	*	0%	1%	1%	1%	0%	0%	0%	1%	-
	CWD	1%	2%	0%	4%		0%	-	0%	1%	2%	1%	-	0%	0%	4%	-
	CWOD	0%	0%	1%	1%	*	0%	*	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	0%	_	0%	_	*	0%	0%	0%	0%	0%	0%	0%	-
		0%	0%	0%	2%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	_	-
	Male Female	1%	1%	1%	1%	*	1%	-	0%	1%	1%	4%	1%	0%	-	1%	-
			401	004	00/		0%	*	0%	1%	0%	1%	1%	0%	1%	0%	_
Mathematic		1%	1%	2%	0%	-	0%		070	1 70	U 70	1 70	1 70	0 70	170	0,0	
	Students	401	40/	00/	00/		00/		0%	2%	0%	1%		0%	2%	0%	_
	CWD	1%	4%	0%	0%	-	0%	*		1%	1%	1 70	1%	0%	1%	1%	
	CWOD	1%	0%	2%	0%	-	0%		0% *			0%	0%	0%	0%	0%	
	EL	0%	*	0%	*	-	0%			0%	0%				1%	076	
	Male	1%	2%	1%	0%	-	0%	*	0%	2%	0%	2%	1%	0%			
	Female	0%	0%	2%	0%	-	0%	*	0%	0%	1%	0%	1%	0%	-	0%	-
Science	All Students	1%	0%	1%	1%	*	0%	*	0%	0%	1%	0%	1%	0%	1%	1%	
		00/	0%	0%	0%		0%		*	0%	0%	0%	_	0%	0%	0%	
	CWD	0%				*	0%	*	0%	0%	1%	-	1%	0%	1%	1%	
	CWOD	1%	0%	2%	1% *				U76 *	0%	0%	0%	0%	0%	0%	0%	
	EL	0%		0%		*	0%	*					1%	0%	1%	-	
	Male	1%	0%	1%	2%	7	0%	*	0%	1%	0%	0%			170		
	Female	1%	0%	1%	0%	-	1%	-	0%	0%	1%	0%	1%	0%	-	1%	

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 Disabilitie)S											
In-School Suspensions								_	_	_		
•	Male	82	32	17	17	0	11	0	5	2		
	Female	37	20	5	5	0	5	0	2	0		
	Total	119	52	22	22	0	16	0	7	2		
Out-of-School Suspensions												
out of outloan adaptament	Male	60	19	16	8	0	13	0	4	0		
	Female	35	16	2	4	0	11	0	2	0		
	Total	95	35	18	12	0	24	0	6	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
VIIII Education at the second	Female	0	0	0	0	0	0	0	0	0		
	Total	Ö	Ó	0	0	0	0	0	0	0		
Without Educational	Male	Ö	Ö	0	0	0	0	0	0	0		
Services	Female	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	ŏ	Ö	Ō	0	0	0	0	0	0		
Silvico	Female	0	0	0 0	0	0	0	0	0	0		
	Total	0	0	U	v	v	Ū	·	Ü	•		
School-Related Arrests	Male	4	2	0	0	0	2	0	0	0		
	Female	0	Ó	Ö	0	Ö	ō	ŏ	ō	0		
	Total	4	2	0	ő	Ö	2	Õ	ō	Ö		
Referrals to Law Enforcement			2	•	•	ŭ	_	-				
Referrals to Law Efficient	Male	2	2	0	0	0	0	0	0	0		
	Female	0	Ó	ő	ő	ŏ	ŏ	ō	0	0		
	Total	2	2	0	ő	ŏ	ŏ	ō	Ō	0		
Students With Disabilities	Total	_	6.0	*	-	-						
n-School Suspensions												
III-3611001 3usperisions	Male	12	8	2	2	0	0	0	0	0		0
	Female	6	2	2	2	0	0	0	0	0		0
	Total	18	10	4	4	0	0	0	0	0		0
Out-of-School Suspensions	, ota,	,.	, -									
Out-of-Oction dasperiations	Male	13	7	0	2	0	4	0	0	0		0
	Female	8	4	2	2	0	0	0	0	0		0
	Total	21	11	2	4	0	4	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
VVIII Eddodional Col 11005	Female	ō	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational	Male	Ō	0	0	0	0	0	0	0	0		0
Services												
00.7.000	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 0
	Total	0	0	0	0	0	0	0	0	0		U
School-Related Arrests				_		_	_		^	^		0
	Male	0	0	0	0	0	0	0	0	0		Ö
	Female	0	0	0	0	0	0	0	0	0		Ö
	Total	0	0	0	0	0	0	U	U	U		v
Referrals to Law Enforcemen		_	_	_	^	^	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		Ö
	Female	0	0	0	0	0	0	0	0	0		Ö
	Total	0	0	0	0	0	U	U	v	U		v
All Students												
Chronic Absenteeism			20	00	20	^	1.4	0	2	2	20	2
	Male	94	20	26	32	0	14 11	0	2	2	17	2
	Female	70	20	17	20	0	25	0	4	4	37	4
	Total	164	40	43	52	υ	∠0	U	4	4	٠,٠	7

	Total
ncidents of Violence	
Incidents of rape or attempted rape	U
Incidents of sexual assault (other than rape)	Ü
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	1
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	15
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 with a meaning of explosive device	10
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	
legations of Harassment or bullying	0
On the basis of sex	o o
On the basis of race	ň
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	U

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.

- - - 330	-	-	-	-	•	-	_		
	-	- -	-	•	-	-	-		
	-	-	-	-				*	-
-	-			-	-	-	-	-	-
220			-	-	-	-	-	-	-
220									
330	20	26	71	2	200	0	11	11	2
304	38	35	59	0	170	0	2	2	0
	58	61	130	2	370	0	13	13	2
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	~
-	-	-	-	-	-	-	-	-	-
11	5	2	2	0	2	0	0	0	5
									_
2	0	0	2	0					2
13	5	2	4	0	2	0	0	o	7
	- 11 2 13				11 5 2 2 0 2 0 0 2 0 13 5 2 4 0 umbers to protect student confidentiality.		11 5 2 2 0 0 0 0 0 0 13 5 2 4 0 2 0 umbers to protect student confidentiality.	11 5 2 2 0 0 0 0 0 0 0 0 0 13 5 2 4 0 2 0 0 0 umbers to protect student confidentiality.	11 5 2 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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.

Low Poverty

	All Se	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	14.8	10.4%
Teachers Teaching with Emergency or Provisional Credentials	2.0	1.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	29.7	21.9%
-' Indicates there are no data available in the group.		
Blank cell Indicates data are not applicable to this report.		

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual 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..

	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%	86	2%	-	-
Mathematics	5,880	1%	86	2%	-	•
Grade 4 Reading	6,312	2%	75	1%	-	-
Mathematics	6,311	2%	75	1%	-	-
Grade 5 Reading	6,133	1%	93	2%	-	-
Mathematics	6,131	1%	92	2%	-	-
Science	6,133	1%	92	2%	-	-
Grade 6 Reading	6,038	1%	89	2%	-	•
Mathematics	6,036	1%	89	2%	-	-

	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 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%	6	1%
English II	4,680	1%	76	1%	*	0%
Algebra I	5,122	1%	93	1%	8	2%
Biology	4,954	1%	91	1%	*	1%
All Grades All Subjects	101,751	1%	1,523	1%	20	1%
Reading	45,064	1%	667	1%	8	0%
Mathematics	40,350	1%	591	1%	8	2%
Science	16,337	1%	265	1%	*	1%

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

	·····			•••				Above		
			% Belo	w Basic		ove Basic		cient	% At Ac	
rade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
rade 4	Reading	Overali	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
		Eligion cangaago coamoro	٠,							
	Mathematics	Overall	16	19	84	81	44	41	9	9
	Matteriatios	Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disady	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
		English canguage ceamers	47	771	, 0	00	20	.0	-	
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 Disady	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
		English Edingdage Eddition	-		٠,		•	•		
	Mathematics	Overall	32	31	68	69	30	34	7	10

irade	Subject	04	% Below Basic				% At or Above Proficient		% At Advanced	
	rade Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
	•	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%
*' Indicat	es reporting standar	ds not met.	
n/a' Indicate	es data reporting is r	ot 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 Students	African American	Hispanic	White	American Indian	Aslan	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	65%	68%	63%	57%	*	69%	-	*	54%	37%	35%
*' Indicates results are masked -' Indicates there are no studer			protect stud	lent confic	dentiality.						

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