# Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: THURGOOD MARSHALL H S Campus ID: 079907012 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 ESSA Goals FI (Current Two or All African Pacific American More Special Econ & Students American Hispanic White Indian Asian Islander Disadv Ėduc Former) Races Academic Performance (At Meets Grade Level or Above) Reading/ELA Baseline 2016-17 Rates 32% 37% 60% 43% 74% 45% 56% 33% 19% 29% 44% 2017-18 through 2021-22 44% 32% 37% 60% 43% 74% 45% 56% 33% 19% 29% 2022-23 through 2026-27 39% 52% 42% 46% 66% 51% 78% 53% 62% 43% 31% 2027-28 through 2031-32 62% 54% 58% 73% 82% 63% 70% 55% 45% 52% 62% 2032-33 72% 66% 69% 80% 72% 87% 67% 60% 65% 73% 78% Baseline 2016-17 Rates 40% Mathematics 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 2017-18 through 2021-22 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 2022-23 through 2026-27 54% 41% 49% 65% 53% 85% 57% 61% 45% 34% 49% 2027-28 through 2031-32 63% 54% 59% 73% 63% 88% 66% 69% 57% 48% 59% 2032-33 73% 66% 70% 80% 73% 91% 75% 77% 68% 62% 70% EL Progress Baseline 2016-17 Rates 41% 2017-18 through 2021-22 36% 2022-23 through 2026-27 38% 2027-28 through 2031-32 40% Graduation Rate: 4-Year Longitudinal Rate^ Baseline 2016-17 Rates 89% 85% 87% 93% 86% 95% 89% 92% 86% 78% 72% 2017-18 through 2021-22 90% 90% 90% 90% 90% 90% 90% 90% 90% 90% 90% 92% 92% 92% 92% 92% 2022-23 through 2026-27 92% 92% 92% 92% 92% 92% 2027-28 through 2031-32 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%

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

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

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
5	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 <u>Comprehensive Support and Improvement Schools</u>, <u>Targeted Support and</u> <u>Improvement Schools</u> and <u>Additional Targeted Support Schools</u> 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)

		State	District	Campus	Afr	Hispania		Amer				Econ		CMD	CWOD	E	Mala	Eomalo N	ligrant H		Foster	
		otato	District	oumpus	Antei	inspand	, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	ina	Asian	131	Rucco	Disauv	Disauv	0110	01100		maic	i cinaic ii	igrantin	011101033	oure	wintery
STAAR Perce	ent at App	oroac	hes Gra	ade Lev	vel or .	Above																
End of Cour	se																					
English I		66%	73%	52%	50%	55%	*	*	50%	*	67%	51%	57%	25%	59%	26%	48%	59%	-	43%	*	-
	Students	070/	0.40/		070/	0.40/						050/	000/	050/		400/	0.40/	070/		00/		
		27%	31%	25%	27%	24%	*	-	*	-	-	25%	29%	25%	-	18%		27%	-	0%	*	-
	CWOD EL	34%	79% 35%	59% 26%	57% *	60% 28%	_	*	*	_	67%	58% 28%	62% 22%	- 18%	59% 28%	28% 26%		65% 28%	-	52%	_	-
		60%	69%	48%	46%	20 % 50%	*	*	*	*	*	46%	53%	24%	20 % 54%	25%		20 /0	-	- 31%	-	-
	Female		79%	59%	57%	63%	*	*	*	-	*	58%	67%	27%	65%	28%		59%	-	50%	*	-
English II	All	67%	76%	57%	57%	58%	80%	*	33%	*	*	55%	64%	19%	64%	27%	48%	67%	-	31%	33%	*
	Students																					
		27%	34%	19%	24%	7%	*	-	*	-	-	16%	31%	19%	-	0%		23%	-	*	*	-
	CWOD		80%	64%	64%	63%	*	*	43%	*	*	62%	69%	-	64%	31%		73%	-	36%	20%	*
		30%	33%	27%	20%	30%	-	*	0%	-	-	28%	23%	0%		27%		45%	-	-	-	-
		62%	72%	48%	49%	47%	*	*	*	*	-	45%	57%	17%	56%	16%		-	-	20%	*	*
	Female	73%	81%	67%	67%	69%	*	*	40%	*	*	65%	80%	23%	73%	45%	-	67%	-	36%	20%	-
Algebra I		83%	85%	66%	64%	69%	*	*	*	*	*	66%	66%	41%	72%	49%	63%	71%	-	53%	*	-
	Students CWD	52%	45%	41%	36%	50%			*			38%	55%	41%		44%	200/	44%		*		
	CWOD		43 <i>%</i> 90%	72%	72%	73%	*	*	*	*	*	73%	68%	4170	- 72%	50%		77%	-	63%	*	-
		73%	90% 62%	49%	1270	44%		*	*			73% 50%	46%	- 44%	50%	49%		44%	-	03%		-
		79%	81%	4 <i>3</i> % 63%	61%	66%	*	*	*	*	*	62%	40 % 66%	39%	70%	49 % 52%		-	-	- 44%	-	-
	Female		88%	71%	70%	72%	-	*	*	-	*	71%	67%	44%	77%	44%	-	71%	-	55%	*	-
	i citidic	0070	0070	11/0	1070	1270						/ 1/0	01 /0	4470	11 /0	4470		1170		0070		
Biology	All Students	87%	90%	81%	79%	84%	*	*	100%	*	80%	80%	87%	65%	85%	63%	77%	87%	-	67%	*	-
	CWD	60%	60%	65%	60%	75%	-	-	*	-	-	62%	75%	65%	-	67%	62%	66%	-	*	-	-
	CWOD	90%	93%	85%	84%	86%	*	*	*	*	80%	84%	88%	-	85%	62%	80%	91%	-	71%	*	-
	EL	68%	67%	63%	*	62%	-	*	*	-	-	62%	67%	67%	62%	63%	62%	61%	-	-	-	-
	Male	84%	88%	77%	74%	84%	*	*	*	*	*	74%	87%	62%		62%	77%	-	-	63%	-	-
	Female	90%	92%	87%	87%	85%	-	*	*	-	*	87%	88%	66%	91%	61%	-	87%	-	70%	*	-
STAAR Perce		ets Gr	ade Le	evel or A	Above	•																
End of Cour																						
English I		48%	58%	30%	27%	33%	*	*	33%	*	50%	29%	32%	14%	33%	11%	25%	36%	-	18%	*	-
	Students	4 5 6 /	1001		4.6.57	1001						4624	o	4.454		<b>.</b>		4.461		00/	J-	
		15%	19%	14%	13%	16%	*	-	*	-	-	12%	21%	14%	-	9%		14%	-	0%	*	-
	CWOD		63%	33%	31%	36%	*	*	*	*	50%	33%	34%	-	33%	11%		41%	-	22%	*	-
	EL	14%	16%	11%	<u>^</u>	12%	- *	Ĵ	Ĵ	-	-	7%	22%	9%	11%			16%	-	-	-	-
		42%	53%	25%	23%	26%	*	÷	÷	î	÷	24%	27%	14%	28%	8%	25%	-	-	15%	-	-
	Female	56%	65%	36%	32%	44%				-		35%	43%	14%	41%	16%	-	36%	-	19%		-
English II	All Students	48%	60%	36%	33%	38%	60%	*	33%	*	*	34%	41%	10%	40%	14%	29%	43%	-	19%	33%	*
		16%	19%	10%	12%	7%	*	_	*	-	-	7%	23%	10%	_	0%	11%	9%	_	*	*	-
	CWOD		64%	40%	38%	42%	*	*	43%	*	*	39%	44%	-	40%	16%		48%	_	21%	20%	*
	EL	11%	14%	14%	0%	15%	-	*	0%	-	-	15%	8%	0%	16%	14%		23%	_	-	-	-
		42%	55%	29%	27%	32%	*	*	*	*	-	27%	35%	11%	33%	8%		-	-	20%	*	*
	Female		67%	43%	41%	46%	*	*	40%	*	*	41%	57%	9%	48%	23%	-	43%	-	18%	20%	-
Algebra I		59%	64%	33%	30%	35%	*	*	*	*	*	33%	32%	13%	38%	12%	31%	36%	-	16%	*	-
	Students								,											*		
		24%	23%	13%	11%	20%	-	-	*	-	-	14%	9%	13%	-	11%		11%	-		-	-
	CWOD		69%	38%	36%	38%	~	*	*	*	*	39%	37%	-	38%	12%		41%	-	19%	*	-
	EL	40%	30%	12%	200/	11%	- *	*	*	-	- *	11%	15%	11%	12%	12%		11%	-	-	-	-
	Male Female	53% 65%	60% 68%	31% 36%	30% 31%	29% 43%		*	*		*	31% 37%	34% 28%	14% 11%	36% 41%	12% 11%	31%	- 36%	-	11% 18%	- *	-
	rendle	0070	00 /0	30 /0	5170	40/0	-			-		51 /0	20 /0	1170	+1/0	11/0	-	50 /0	-	10 /0		-

Biology	All	<b>State</b> 60%	District 69%	t Campus 38%	Afr Amer 38%	Hispanic 38%		Amer Ind	Asian 40%	Pac Isi *		Econ Disadv 37%	Non Econ Disadv 43%		<b>CWOD</b> 42%		<b>Male</b> 36%	Female 41%	Migrant H -	omeless 22%	Foster Care	
	Students CWD	24%	28%	22%	21%	25%	- *	-	*	- *	-	21%	25%	22%	-		19%	24%	-	*	-	-
	CWOD EL	24%	74% 27%	42% 10%	42% *	40% 11%	-	*	*	-	60% -	41% 5%	46% 25%	- 22%	42% 7%	7% 10%	6%	44% 17%	-	29% -	-	-
	Male Female	58% 62%	67% 71%	36% 41%	36% 41%	34% 42%	-	*	*	* -	*	34% 40%	42% 46%	19% 24%	40% 44%	6% 17%		- 41%	-	25% 20%	*	-
STAAR Perce	nt at Ma	sters	Grade	Level																		
End of Cours	se																					
English I	All Students	10%	19%	3%	3%	4%	*	*	0%	*	17%	4%	1%	4%	3%	0%	2%	5%	-	0%	*	-
	CWD CWOD	3% 11%	4% 22%	4% 3%	3% 3%	8% 3%	*	- *	*	- *	- 17%	3% 4%	7% 0%	4% -	- 3%	0% 0%	5% 2%	3% 5%	-	0% 0%	*	-
	EL Male	1% 7%	1% 15%	0% 2%	* 2%	0% 3%	- *	*	*	- *	- *	0% 3%	0% 0%	0% 5%	0% 2%	0% 0%	0%	0%	-	-0%	-	-
	Female		25%	2 % 5%	2 <i>%</i> 4%	5%	*	*	*	-	*	5%	3%	3%	2 % 5%	0%	-	- 5%	-	0%	*	-
English II	All Students	8%	14%	2%	2%	2%	0%	*	0%	*	*	2%	1%	6%	1%	0%	2%	1%	-	0%	17%	*
	CWD	4%	5%	<b>6%</b>	6%	7%	*	-	*	-	-	5%	8%	6%	-	0%	7%	5%	-	*	*	-
	CWOD EL	0%	15% 1%	1% 0%	1% 0%	2% 0%	-	*	0% 0%	-	-	1% 0%	0% 0%	- 0%	1% 0%	0% 0%	1% 0%	1% 0%	-	0% -	0%	-
	Male Female	6% 10%	11% 18%	2% 1%	2% 2%	3% 1%	*	*	* 0%	*	- *	2% 2%	1% 0%	7% 5%	1% 1%	0% 0%	2% -	- 1%	-	0% 0%	* 0%	-
Algebra I	All Students	36%	43%	11%	11%	10%	*	*	*	*	*	11%	13%	1%	14%	4%	11%	12%	-	5%	*	-
	CWD	9%	10%	1%	2%	0%	-	-	*	-	-	2%	0%	1%	-	0%		0%	-	*	-	-
	CWOD EL	19%	48% 15%	14% 4%	14% *	12% 2%	-	*	*	-	-	13% 3%	16% 8%	- 0%	14% 5%	5% 4%	0%	15% 11%	-	6% -	-	-
	Male Female	31% 40%	39% 48%	11% 12%	12% 10%	4% 17%	*	*	*	-	*	10% 12%	14% 11%	2% 0%	13% 15%	0% 11%		- 12%	-	11% 0%	- *	-
Biology	All	24%	36%	8%	7%	7%	*	*	40%	*	40%	8%	9%	5%	9%	0%	8%	7%	-	11%	*	-
	Students CWD	6%	6%	5%	4%	10%	-	-	*	-	-	6%	0%	5%	-	0%	4%	7%	-	*	-	-
	CWOD EL	26% 4%	40% 6%	9% 0%	8% *	7% 0%	*	*	*	-	40% -	8% 0%	10% 0%	- 0%	9% 0%	0% 0%	9% 0%	7% 0%	-	14% -	*	-
	Male Female	24% 25%	35% 37%	8% 7%	9% 5%	5% 10%	*	*	*	* -	*	9% 7%	8% 12%	4% 7%	9% 7%	0% 0%	8% -	- 7%	-	25% 0%	- *	-
STAAR Perce All Grades All Subjects	All Students CWD	77% 46%	82% 47%	63% 37%	62% 36%	65% 40%	82%	57%	61% 33%	86%	75%	62% 35%	68% 47%	37% 37%	69%	32%	58%	70% 40%	-	49% 13%	29%	* - *
	CWOD EL	62%	86% 62%	69% 39%	68% 47%	69% 40%	100% -	20%	71% 33%	86% -	75% -	68% 40%	71% 38%	- 32%	69% 41%	39%	64% 37%	76% 44%	-	57% -	17% -	-
	Male Female	74% 80%	80% 85%	58% 70%	56% 69%	60% 72%	100% *	43% 71%	69% 50%	100%	43% 100%	56% 69%	64% 76%	35% 40%	64% 76%	37% 44%	58%	- 70%	-	41% 54%	* 23%	-
Reading	All Students	73%	80%	54%	53%	56%	75%	57%	40%	80%	71%	53%	60%	23%	61%	27%	48%	63%	-	40%	33%	*
	CWD CWOD	39% 78%	43% 84%	23% 61%	26% 60%	18% 62%	* 100%	- 57%	* 55%	- 80%	- 71%	22% 60%	30% 65%	23%	- 61%		21% 55%	25% 69%	-	0% 46%	* 14%	- *
	EL	54%	55%	27%	22%	29%	-	*	0%	-	-	28%	23%	11%	29%	27%	22%	36%	-	-	-	-
	Male Female	69% 78%	77% 84%	48% 63%	47% 62%	49% 66%	100% *	*	50% 29%	*	*	46% 61%	55% 73%	21% 25%	55% 69%	22% 36%	48%	- 63%	-	28% 46%	25%	-
Mathematics	s All Students	81%	84%	66%	64%	69%	*	*	*	*	*	66%	66%	41%	72%	49%	63%	71%	-	53%	*	-
	CWD	53% 84%	50% 88%	41% 72%	36% 72%	50% 73%	- *	- *	*	- *	- *	38% 73%	55% 68%	41% -	- 72%		39% 70%	44% 77%	-	* 63%	- *	-
	EL	72%	72%	49%	*	44%	- *	*	*	-	- *	50%	46%	44%	50%	49%	52%	44%	-	-	-	-
	Male Female	79% 82%	82% 86%	63% 71%	61% 70%	66% 72%	-	*	*	-	*	62% 71%	66% 67%	39% 44%	70% 77%	52% 44%	63% -	- 71%	-	44% 55%	*	-
Science	All Students	80%	84%	81%	79%	84%	*	*	100%	*	80%	80%	87%	65%	85%	63%	77%	87%	-	67%	*	-
	CWD CWOD	51% 84%	50% 88%	65% 85%	60% 84%	75% 86%	- *	- *	*	- *	- 80%	62% 84%	75% 88%	65% -	- 85%		62% 80%	66% 91%	-	* 71%	- *	-
	EL	61%	58%	63%	*	62%	- *	*	*	- *	-	62%	67%	67%	62%	63%	62%	61%	-	63%	-	-
	Male Female	79% 81%	83% 85%	77% 87%	74% 87%	84% 85%	-	*	*	-	*	74% 87%	87% 88%	62% 66%	80% 91%		77% -	- 87%	-	63% 70%	*	-
STAAR Perce	nt at Me	ets G	rade L	evel or A	Above	9																
All Grades All Subjects	All	49%	59%	34%	32%	36%	45%	43%	39%	86%	63%	33%	37%	15%	38%	11%	30%	39%	-	19%	21%	*
	Students CWD	24%	26%	15%	14%	18%	*	-	0%	-	-	14%	20%	15%	-	11%	15%	15%	-	0%	*	-
	CWOD		62% 29%	38% 11%	36% 7%	39% 12%	56% -	43% 20%	53% 0%	86%	63%	37% 9%	40% 18%	- 11%	38% 12%	12%	34% 8%	44% 17%	-	23%	8%	* -
	Male	47%	56% 61%	30%	28% 36%	30% 44%	50% *	29%		100%		29% 38%	34% 45%	15% 15%	34% 44%	8%	30%	- 39%	-	18% 20%	*	*
	Female	J∠%	01%	39%	50%	<del>44</del> %		57%	∠0%		78%	JO %	40%	10%	44 70	1770	-	59%	-	2070	15%	-

											Two											
											or		Non									
					Afr			Amer		Pac	More	Econ	Econ								Foster	•
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	) EL	Male	Female	Migrant	Homeless	Care	Military
Reading	All	47%	57%	32%	30%	36%	50%	43%	33%	80%	57%	31%	37%	12%	36%	12%	27%	40%	-	19%	33%	*
Ū	Students																					
	CWD	21%	24%	12%	13%	13%	*	-	*	-	-	10%	22%	12%	-	5%	13%	12%	-	0%	*	-
	CWOD		61%	36%	34%	39%	67%	43%	45%	80%	57%	36%	39%	-	36%		30%	44%	_	22%	14%	*
	EL	23%	24%	12%	0%	13%	-	+070	0%	0070	01 /0	11%	16%	5%	13%	12%		19%	_	22.70	1470	_
	Male	43%	53%	27%	25%	29%	- 60%	*	38%	*	*	25%	31%	13%	30%		27%	-	-	17%	*	*
	Female		62%	40%	36%	29 <i>%</i> 45%	*	*	29%	*	*	38%	50%	12%	44%	19%		- 40%	-	19%	25%	
	Female	51%	02%	40%	30%	45%			29%			38%	50%	12%	44%	19%	-	40%	-	19%	25%	-
			====				*				*											
Mathematic		51%	59%	33%	30%	35%	*	*	*	*	*	33%	32%	13%	38%	12%	31%	36%	-	16%	*	-
	Students																					
	CWD	26%	28%	13%	11%	20%	-	-	*	-	-	14%	9%	13%	-		14%	11%	-	*	-	-
	CWOD		63%	38%	36%	38%	*	*	*	*	*	39%	37%	-	38%	12%	36%	41%	-	19%	*	-
	EL	37%	37%	12%	*	11%	-	*	*	-	-	11%	15%	11%	12%	12%	12%	11%	-	-	-	-
	Male	50%	58%	31%	30%	29%	*	*	*	*	*	31%	34%	14%	36%	12%	31%	-	-	11%	-	-
	Female		60%	36%	31%	43%	-	*	*	-	*	37%	28%	11%	41%	11%		36%	-	18%	*	-
	. onnaio	0.70	00/0		0.70							0.70	2070					00/0				
Science	All	53%	60%	38%	38%	38%	*	*	40%	*	60%	37%	43%	22%	42%	10%	36%	41%		22%	*	
Science		5570	00 /0	30 /0	30 /0	30 /0			40 /0		00 /0	51 /0	4370	22 /0	42 /0	10 /0	30 /0	4170	-	22 /0		-
	Students	050/	070/	000/	040/	050/						040/	050/	000/		000/	400/	0.40/		*		
	CWD	25%	27%	22%	21%	25%	-	-		-	-	21%	25%	22%	-		19%	24%	-		-	-
	CWOD		64%	42%	42%	40%	*	*	*	*	60%	41%	46%	-	42%		40%	44%	-	29%	*	-
	EL	26%	23%	10%	*	11%	-	*	*	-	-	5%	25%	22%	7%	10%	6%	17%	-	-	-	-
	Male	53%	60%	36%	36%	34%	*	*	*	*	*	34%	42%	19%	40%	6%	36%	-	-	25%	-	-
	Female	53%	61%	41%	41%	42%	-	*	*	-	*	40%	46%	24%	44%	17%	-	41%	-	20%	*	-
STAAR Perce	nt at Ma	etore	Grado																			
All Grades	int at Ma	31013	Oraue	Level																		
		000/	000/		50/	=0/	00/	00/	470/	00/	050/	00/	=0/	40/	00/	4.07	00/	00/		40/	70/	
All Subjects	All	23%	32%	6%	5%	5%	0%	0%	17%	0%	25%	6%	5%	4%	6%	1%	6%	6%	-	4%	7%	Ŷ
	Students																					
	CWD	8%	9%	4%	3%	6%	*	-	0%	-	-	4%	4%	4%	-	0%	4%	3%	-	0%	*	-
	CWOD	25%	35%	6%	6%	5%	0%	0%	24%	0%	25%	6%	5%	-	6%	1%	6%	6%	-	5%	0%	*
	EL	11%	11%	1%	7%	0%	-	0%	0%	-	-	1%	2%	0%	1%	1%	0%	2%	-	-	-	-
	Male	22%	30%	6%	6%	4%	0%	0%	31%	0%	29%	6%	5%	4%	6%	0%	6%	-	-	9%	*	*
	Female		34%	6%	5%	8%	*	0%	0%	*	22%	6%	6%	3%	6%	2%	-	6%	_	0%	0%	_
	i cinaic	2470	0470	0 /0	070	070		0 /0	070		22 /0	070	070	070	070	2 /0		070		070	070	
Deeding		200/	200/	20/	20/	20/	00/	00/	00/	00/	4 4 0/	20/	10/	E0/	20/	00/	20/	20/		00/	440/	*
Reading	All	20%	30%	3%	2%	3%	0%	0%	0%	0%	14%	3%	1%	5%	2%	0%	2%	3%	-	0%	11%	-
	Students	= 0 /					*							= 0 (			=0/					
	CWD	7%	8%	5%	4%	8%		-	*	-	-	4%	7%	5%	-	0%	5%	3%	-	0%	*	-
	CWOD	22%	32%	2%	2%	2%	0%	0%	0%	0%	14%	3%	0%	-	2%	0%	2%	3%	-	0%	0%	*
	EL	8%	8%	0%	0%	0%	-	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	17%	26%	2%	2%	3%	0%	*	0%	*	*	3%	1%	5%	2%	0%	2%	-	-	0%	*	*
	Female	23%	34%	3%	3%	4%	*	*	0%	*	*	3%	2%	3%	3%	0%	-	3%	-	0%	0%	-
Mathematic	s All	26%	35%	11%	11%	10%	*	*	*	*	*	11%	13%	1%	14%	4%	11%	12%	_	5%	*	_
Mathematic	Students	2070	0070	11/0	1170	1070						1170	1070	170	14 /0	4 /0	1170	12 /0	-	570		-
		440/	440/	40/	20/	00/			*			20/	00/	10/		00/	20/	00/		*		
	CWD	11%	11%	1%	2%	0%	-	-		-	-	2%	0%	1%	-	0%	2%	0%	-		-	-
	CWOD		38%	14%	14%	12%	*	*		*	*	13%	16%	-	14%	5%	13%	15%	-	6%	*	-
	EL	16%	17%	4%	*	2%	-	*	*	-	-	3%	8%	0%	5%	4%	0%	11%	-	-	-	-
	Male	25%	35%	11%	12%	4%	*	*	*	*	*	10%	14%	2%	13%	0%	11%	-	-	11%	-	-
	Female	26%	36%	12%	10%	17%	-	*	*	-	*	12%	11%	0%	15%	11%	-	12%	-	0%	*	-
Science	All	24%	33%	8%	7%	7%	*	*	40%	*	40%	8%	9%	5%	9%	0%	8%	7%	-	11%	*	-
00101100	Students	2.70	0075	0,0	1 /5	1 /0			10 /0		10 / 0	0.0	0.00	0.0	0.00	0,0	0.0	1 /0		1170		
	CWD	8%	7%	5%	4%	10%			*			6%	0%	5%	-	0%	4%	7%		*		_
							- *	-	*	-	-								-	4.40/	-	-
	CWOD		35%	9%	8%	7%	-		-		40%	8%	10%	-	9%	0%	9%	7%	-	14%		-
	EL	7%	6%	0%	*	0%	-	*	*	-	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-
	Male	25%	33%	8%	9%	5%	*	*	*	*	*	9%	8%	4%	9%	0%	8%	-	-	25%	-	-
	Female	23%	32%	7%	5%	10%	-	*	*	-	*	7%	12%	7%	7%	0%	-	7%	-	0%	*	-

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

<u>.</u>... Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

#### Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	72	71	73	*	*	58	*	*	72	63	78
CWD	63	57	86	-	-	*	-	-	67	63	67
CWOD	73	75	72	*	*	*	*	*	73	-	82
EL	78	*	81	-	*	*	-	-	84	67	78
Male	70	66	77	*	-	*	*	-	71	57	71
Female	73	76	69	*	*	*	*	*	73	75	86
Mathematics											
All Students	58	54	63	*	*	*	*	*	58	24	37
CWD	24	24	25	-	-	-	-	-	24	24	8
CWOD	65	61	71	*	*	*	*	*	66	-	45
EL	37	*	35	-	-	-	-	-	33	8	37

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Male	55	54	53	*	*	*	*	*	54	24	31
Female	62	54	77	-	*	-	-	*	63	25	50

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

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

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
4-year Longitudinal Cohor	rt Graduati	on Rate (G	r 9-12): Cla	iss of 20	18								
All Students	90.8%	92.0%	87.6%	-	-	100.0%	-	-	89.9%	95.2%	80.0%	87.9%	100.0%
CWD	95.2%	94.1%	100.0%	-	-	-	-	-	100.0%	95.2%	100.0%	100.0%	100.0%
CWOD	90.5%	91.8%	87.1%	-	-	100.0%	-	-	89.3%	-	79.2%	86.7%	-
EL	80.0%	100.0%	77.3%	-	-	100.0%	-	-	76.5%	100.0%	80.0%	-	-
Male	87.0%	86.9%	87.2%	-	-	-	-	-	84.5%	92.3%	75.0%	78.6%	100.0%
Female	94.4%	96.6%	88.1%	-	-	100.0%	-	-	94.4%	100.0%	84.6%	94.7%	-

\*\* 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
96	13	14%

'^' 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 Achiev		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	33	35	42	33	39	57	54	34	19	17
School Quality (College, Career, a	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	32%	33%	30%	*	-	*	-	-	32%	38%	15%

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

'-' Indicates there are no students in the group.

#### Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	Ν						N	Ν	Ν
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Ν						N	Ν	Ν
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	Ν						N	Ν	Ν
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	Ν	N						Ν	Ν	N

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Y	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Ν	Ν	Ν						N	Ν	N
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	00/0		0.70			N	N	N
English Learner Language Prof 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^	iciency Statt	15									36% N 38% N 40% N 40% N
rederal Graduation Status											
Interim Goals (2018-2022) Target Met	90% Y	90% Y	90% N	90%	90%	90%	90%	90%	90% N	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	Y	N						N		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N						N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Torrest Mat	N	N	N	21/0	21/0	2 7 7 0	21/0	2.770	N	2 7 7 0	21/0

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

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Ν

Ν

Blank cells above represent student group indicators that do not meet the minimum size criteria. 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). יאי

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Part (vii): STAAR Participation

Target Met

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

		Campus	African American	Hispanic		American Indian		Pacific	Two or More Races	Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate	oumpuo	, anonoun	mopullio		maian	, tolull	loiunuoi	110000	Diodat	Diouut	0112	0.1102		maio	i onnaio	ingrant
All Subjects	All Students	99%	99%	98%	100%	100%	100%	100%	100%	98%	99%	98%	99%	98%	99%	99%	-
	CWD	98%	97%	99%	*	-	100%	-	-	98%	98%	98%	-	100%	96%	100%	-
	CWOD	99%	99%	97%	100%	100%	100%	100%	100%	99%	100%	-	99%	98%	99%	98%	-
	EL	98%	100%	98%	*	100%	100%	-	-	97%	100%	100%	98%	98%	99%	96%	-
	Male	99%	99%	99%	100%	100%	100%	100%	100%	98%	99%	96%	99%	99%	99%	-	-
	Female	99%	100%	97%	*	100%	100%	*	100%	98%	100%	100%	98%	96%	-	99%	-
Reading	All	99%	99%	98%	100%	100%	100%	100%	100%	99%	100%	98%	99%	99%	99%	99%	-
	Students																
	CWD	98%	98%	100%	*	-	*	-	-	98%	100%	98%	-	100%	97%	100%	-
	CWOD	99%	99%	98%	100%	100%	100%	100%	100%	99%	99%	-	99%	98%	99%	98%	-
	EL	99%	100%	98%	*	*	100%	-	-	98%	100%	100%	98%	99%	100%	96%	-
	Male	99%	99%	99%	100%	*	100%	*	*	99%	99%	97%	99%	100%	99%	-	-
	Female	99%	99%	97%	*	100%	100%	*	*	98%	100%	100%	98%	96%	-	99%	-
Mathematics		99%	100%	98%	*	*	*	*	*	99%	100%	99%	99%	98%	100%	99%	-
	Students																
	CWD	99%	98%	100%	-	-	*	-	-	98%	100%	99%	-	100%	98%	100%	-
	CWOD	99%	100%	98%	*	*	*	*	*	99%	100%	-	99%	98%	100%	98%	-
	EL	98%	*	98%	-	*	*	-	-	97%	100%	100%	98%	98%	100%	95%	-
	Male	100%	99%	100%	*	*	*	*	*	99%	100%	98%	100%		100%	-	-
	Female	99%	100%	96%	-	*	*	-	*	99%	100%	100%	98%	95%	-	99%	-
Science	All Students	98%	98%	96%	*	*	100%	*	100%	97%	99%	95%	98%	96%	97%	98%	-
	CWD	95%	95%	95%	-	_	*	-	-	95%	92%	95%	-	100%	92%	100%	_
	CWOD	98%	100%	96%	*	*	*	*	100%	98%	100%	-	98%	95%	98%	98%	_
	EL	96%	*	96%	-	*	*	-	-	95%	100%	100%	95%	96%	97%	94%	_
	Male	97%	97%	96%	*	*	*	*	*	97%	98%	92%	98%	97%	97%	-	_
	Female	98%	100%	95%	_	*	*	-	*	98%	100%	100%	98%	94%	-	98%	_
Non-Participati		00/0	10070	0070						5070	,	.0070	5070	51/5		0070	

									Two or		Non						
		<b>0</b>	African			American		Pacific	More	Econ	Econ					<b>F</b>	
AH Q 1 1 1			American			Indian		Islander						EL			Migrant
All Subjects	All	1%	1%	2%	0%	0%	0%	0%	0%	2%	1%	2%	1%	2%	1%	1%	-
	Students	<b>e</b> 0/	00/	4.07	*		00/			00/	00/	00/		00/	40/	00/	
	CWD	2%	3%	1%		-	0%	-	-	2%	2%	2%	-	0%	4%	0%	-
	CWOD	1%	1%	3%	0%	0%	0%	0%	0%	1%	0%	-	1%	2%	1%	2%	-
	EL	2%	0%	2%		0%	0%	-	-	3%	0%	0%	2%	2%	1%	4%	-
	Male	1%	1%	1%	0%	0%	0%	0%	0%	2%	1%	4%	1%	1%	1%	-	-
	Female	1%	0%	3%	*	0%	0%	*	0%	2%	0%	0%	2%	4%	-	1%	-
Reading	All	1%	1%	2%	0%	0%	0%	0%	0%	1%	0%	2%	1%	1%	1%	1%	-
	Students																
	CWD	2%	2%	0%	*	-	*	-	-	2%	0%	2%	-	0%	3%	0%	-
	CWOD	1%	1%	2%	0%	0%	0%	0%	0%	1%	1%	-	1%	2%	1%	2%	-
	EL	1%	0%	2%	*	*	0%	-	-	2%	0%	0%	2%	1%	0%	4%	-
	Male	1%	1%	1%	0%	*	0%	*	*	1%	1%	3%	1%	0%	1%	-	-
	Female	1%	1%	3%	*	0%	0%	*	*	2%	0%	0%	2%	4%	-	1%	-
Mathematics		1%	0%	2%	*	*	*	*	*	1%	0%	1%	1%	2%	0%	1%	-
	Students																
	CWD	1%	2%	0%	-	-	*	-	-	2%	0%	1%	-	0%	2%	0%	-
	CWOD	1%	0%	2%	*	*	*	*	*	1%	0%	-	1%	2%	0%	2%	-
	EL	2%	*	2%	-	*	*	-	-	3%	0%	0%	2%	2%	0%	5%	-
	Male	0%	1%	0%	*	*	*	*	*	1%	0%	2%	0%	0%	0%	-	-
	Female	1%	0%	4%	-	*	*	-	*	1%	0%	0%	2%	5%	-	1%	-
Science	All	2%	2%	4%	*	*	0%	*	0%	3%	1%	5%	2%	4%	3%	2%	-
	Students																
	CWD	5%	5%	5%	-	-	*	-	-	5%	8%	5%	-	0%	8%	0%	-
	CWOD	2%	0%	4%	*	*	*	*	0%	2%	0%	-	2%	5%	2%	2%	_
	EL	4%	*	4%	-	*	*	-	-	5%	0%	0%	5%	4%	3%	6%	-
	Male	3%	3%	4%	*	*	*	*	*	3%	2%	8%	2%	3%	3%	-	_
	Female	2%	0%	5%	_	*	*	_	*	2%	0%	0%	2%	6%	-	2%	_
	i ciliale	∠ /0	0 /0	570	-			-		2 /0	0 /0	0 /0	2 /0	0 /0	-	2 /0	-

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

'-' Indicates zero observations reported for this group.

## Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	S										
In-School Suspensions										_	
	Male	57	47	8	0	0	0	0	2	2	
	Female	28	23	5	0	0	0	0	0	2	
	Total	85	70	13	0	0	0	0	2	4	
Out-of-School Suspensions											
	Male	91	76	13	0	0	0	0	2	4	
	Female	68	58	10	0	0	0	0	0	2	
	Total	159	134	23	0	0	0	0	2	6	
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	5	5	0	0	0	0	0	0	0	
	Female	2	2	0	0	0	0	0	0	0	
	Total	7	7	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	4	2	2	0	0	0	0	0	2	
	Female	7	5	2	0	0	0	0	0	2	
	Total	11	7	4	0	0	0	0	0	4	
Students With Disabilities In-School Suspensions											
·	Male	8	8	0	0	0	0	0	0	0	0

	Female Total	Total students 5 13	African American 5 13	Hispanic 0 0	White 0 0	Indian or Alaska Native 0 0	Asian 0 0	Pacific Islander 0 0	Two or More Races 0 0	<b>EL</b> 0 0	Students with Disabilities	Students with Disabilities (Section 504) 0
Out-of-School Suspensions	TOLAI	15	15	0	0	0	0	0	0	0		0
	Male Female Total	20 12 32	16 10 26	4 2 6	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	2 0 2		2 2 4
Expulsions				· ·	Ū.	Ū.	Ū	Ū.	Ū	-		•
With Educational Services	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Without Educational	Total Male	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Services	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female Total	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Female Total	2 2	0 0	2 2	0 0	0 0	0 0	0 0	0 0	0 0		0 0
	Male Female	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0		0 0
All Students Chronic Absenteeism	Total	0	0	0	0	0	0	0	0	0		0
	Male Female Total	101 131 232	56 86 142	41 38 79	2 5 7	0 0 0	0 0 0	0 2 2	2 0 2	14 11 25	14 23 37	2 2 4
Incidents of Violence Incidents of rape or attempte Incidents of sexual assault ( Incidents of robbery with a fi Incidents of robbery without Incidents of physical attack of Incidents of physical attack of Incidents of physical attack of Incidents of threats of physic Incidents of sex On the basis of sex On the basis of sex On the basis of sexual orient On the basis of sexual orient On the basis of religion	other than rape) reapon rearm or explosi a weapon or fight with a we or fight with a fire or fight without a cal attack with a cal attack with a cal attack with a cal attack withou firearm or explo- bullying	eapon earm or explo weapon weapon firearm or ex t a weapon										Total 0 0 0 0 2 0 28 0 28 0 0 1 0 0 0 1 0 1 0 0 1 0

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
· · · · · · · · · · · · · · · · · · ·	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	82	56	26	0	0	0	0	0	2	0
	Female	137	101	32	2	0	0	2	0	2	0
	Total	219	157	58	2	0	0	2	0	4	0
International Baccalaureate	Male	-	_	-	-	_	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

Dual Enrollment/Dual Credit	Male	Total students 0	African American 0	Hispanic 0	White 0	Indian or Alaska Native 0	<b>Asian</b> 0	Pacific Islander 0		<b>EL</b> 0	Students with Disabilities 0
Programs	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0

1\*1 Indicates results are masked due to small numbers to protect student confidentiality.  $\mathbf{U}$ 

Indicates there are no students in the group.

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

### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 11.6	Percent 12.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	16.4	19.2%

2 Indicates there are no data available in the group. Blank cell indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures, disaggregated by source of funds, for each school district and campus for the 2018-19 fiscal year.

		State & Local and Federal		State & Local District			Federal District	
	Enrollment	Total(\$)	Site(\$)	Allocation(\$)	Total(\$)	Site(\$)	Allocation(\$)	Total(\$)
Business/central/other support services		463	210	254	463			
Food services		427				36	8 59	427
Instruction		6,403	6,079	217	6,296	3	0 77	107
Support services, general administration		224		224	224			
Support services, instructional staff		547	481	17	498		49	49
Support services, operation and maintenance of plant		1,549	1,010	533	1,543		5 1	6
Support services, pupils		856	799	11	810	1	7 29	46
Support services, school administration		1,062	1,055	8	1,062		0	0
Support services, student transportation		278		272	272		6	6
Total	1,243	11,809	9,633	1,536	11,168	42	0 221	641

Blank cell indicates there are no data available in the group. Due to rounding, numbers may not add up precisely to the totals.

#### 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%	-	-	

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,133	1%	92	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%	10	2%
English II	4,680	1%	76	1%	8	2%
Algebra I	5,122	1%	93	1%	9	2%
Biology	4,954	1%	91	1%	11	3%
All Grades All Subjects	101,751	1%	1,523	1%	38	2%
Reading	45,064	1%	667	1%	18	2%
Mathematics	40,350	1%	591	1%	9	2%
Science	16,337	1%	265	1%	11	3%

'\*' 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

			% Belo	w Basic	% At or Al	oove Basic		· Above cient	% At Ac	lvanced
Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	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

			% Belo	w Basic	% At or Al	oove Basic		r Above icient	% At Ad	dvanced
Grade	Subject	Student Group	тх	US	ТХ	US	ТΧ	US	тх	US
	-	American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

'\*' Indicates reporting standards not met.

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

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

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

	All	African			American		Pacific	Two or More	Econ		
In-State Public Institutions	Students 46%	American 50%	Hispanic 36%	White	Indian -	Asian -	Islander *	Races	Disadv 47%	<b>CWD</b> 27%	EL *

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

'-' Indicates there are no students in the group.

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