Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: HIGHLAND LAKES EL Campus ID: 027904103 District Name: MARBLE FALLS ISD

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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	(Current & Former)
Academic Perfor	mance (At Meets Grade Level o	r 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% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 82% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	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% 49% 59% 70%
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%
	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;

À 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.

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)

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							White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female I	Migrant	Homeless	Care	Milita
FAAR Perce Grade 3	ent at App	roach	es Gra	de Leve	l or A	bove																
Reading	All Students	75%	71%	60%	*	58%	71%	-	-	-	*	57%	79%	40%	63%	45%	62%	59%	-	*	*	*
	CWD	49%	41%	40%	-	40%	40%	-	-	-	-	40%	-	40%	-	*	43%	*	-	-	*	_
	CWOD	79%	75%	63%	*	59%	81%	-	-	-	*	60%	79%	-	63%	46%	64%	61%	-	*	-	*
	EL	69%	59%	45%	-	45%	-	-	-	-	-	47%	*	*	46%	45%	41%	50%	-	*	-	-
	Male	73%	71%	62%	*	59%	67%	-	-	-	*	59%	83%	43%	64%	41%	62%	-	-	*	*	-
	Female	78%	71%	59%	*	56%	78%	-	-	-	-	56%	75%	*	61%	50%		59%	-	-	-	*
Mathematic	s All Students	78%	68%	54%	*	56%	48%	-	-	-	*	51%	71%	10%	59%	48%	52%	57%	-	*	*	*
	CWD	52%	27%	10%		0%	20%					10%	_	10%	_	*	14%	*			*	
	CWOD	81%	73%	59%	*	61%	56%	-	-	-	*	57%	71%	10 /0	59%	E 10/	58%	61%	-	*		*
			73% 56%			48%	50%	-	-	-		50%	/ 170	*	51%	48%		60%	-	*	-	
	EL	75%		48%	-		400/	-	-	-	-		000/	4.40/				00%	-		-	-
	Male Female	78% 78%	70% 66%	52% 57%	*	54% 59%	42% 56%	-	-	-	-	48% 56%	83% 63%	14% *	58% 61%	36% 60%	52%	- 57%	-	-	-	*
Crada 1																						
Grade 4 Reading	All	74%	70%	59%	*	57%	71%	_	-	-	-	58%	71%	17%	68%	64%	61%	58%	*	*	-	-
_	Students																					
	CWD	44%	36%	17%	-	11%	*	-	-	-	-	17%	-	17%	-	14%	13%	*	-	-	-	-
	CWOD	78%	75%	68%	*	66%	79%	-	-	-	-	67%	71%	-	68%	77%	73%	62%	*	*	-	-
	EL	64%	58%	64%	-	66%	*	-	-	-	-	66%	*	14%	77%	64%	55%	77%	*	-	-	-
	Male	71%	67%	61%	-	58%	70%	-	-	-	-	59%	*	13%	73%	55%	61%	-	*	*	-	-
	Female	77%	73%	58%	*	56%	71%	-	-	-	-	57%	*	*	62%	77%	-	58%	-	-	-	-
Mathematic	s All Students	74%	69%	57%	*	50%	76%	-	-	-	-	55%	71%	17%	65%	58%	61%	52%	*	*	-	-
	CWD	46%	28%	17%	_	0%	*	_	_	_	_	17%	_	17%	_	0%	25%	*	_	_	_	
	CWOD	78%	75%	65%	*	60%	79%	_	_		-	64%	71%		65%		70%	59%	*	*	-	
	EL	69%	53%	58%	_	56%	1970	-	-	-	-	59%	/ 170	0%	73%		55%	62%	*		-	
	Male	74%	70%	61%	-	52%	90%	-	-	-	-	59%	*	25%	70%		61%	0270	*	*	-	
	Female	74%	67%	52%	*	48%	57%	-	-	-	-	50%	*	*	59%	62%	-	52%	-	-	-	-
Grade 5																						
Reading	All Students	86%	88%	74%	-	74%	72%	-	-	-	-	69%	90%	40%	80%	69%	70%	78%	-	-	-	-
	CWD	55%	65%	40%	-	25%	57%	_	_	-	-	18%	*	40%	_	33%	42%	*	-	-	_	_
	CWOD	89%	93%	80%	-	81%	77%	_	_	_	-	78%	88%	-	80%		79%	82%	_	_	_	_
	EL	77%	78%	69%	_	69%		_	_	_	_	70%	*	33%	77%		56%	83%	_	_	_	_
	Male	83%	86%	70%	_	65%	79%		_		-	62%	92%	42%	79%		70%	-	_	_		
	Female	88%	91%	78%	_	84%	60%		_		_	76%	86%	*	82%	83%	1070	78%	_	_	_	
Mathematic	Students	89%	93%	79%	-	79%	79%	-	-	-	-	76%	90%	67%	82%		74%	85%	-	-	-	-
	CWD	68%	81%	67%	-	63%	71%	-	-	-	-	64%	*	67%	-		58%	*	-	-	-	-
	CWOD	92%	95%	82%	-	81%	82%	-	-	-	-	78%	94%	-	82%		79%	84%	-	-	-	-
	EL	85%	90%	83%	-	83%	-	-	-	-	-	82%	*	83%	83%	83%	83%	83%	-	-	-	-
	Male	88%	90%	74%	-	74%	74%	-	-	-	-	70%	85%	58%	79%	83%	74%	-	-	-	-	-
	Female	90%	96%	85%	-	84%	90%	-	-	-	-	82%	100%	*	84%	83%	-	85%	-	-	-	-
Science	All Students	74%	75%	59%	-	59%	59%	-	-	-	-	59%	60%	33%	64%	53%	57%	61%	-	-	-	-
	CWD	45%	42%	33%	-	25%	43%	-	-	-	-	27%	*	33%	-	33%	33%	*	-	-	-	-
	CWOD	77%	81%	64%	-	64%	64%	-	-	-	-	64%	63%	-	64%		65%	63%	-	-	-	-
	EL	60%	60%	53%	-	53%	-	-	-	-	-	58%	*	33%	57%		50%	56%	-	-	-	-
	Male	74%	72%	57%	_	53%	63%	_	_	_	_	58%	54%	33%	65%		57%	-	_	-	_	_
	Female	73%	78%	61%	-	65%	50%	-	-	-	-	59%	71%	*	63%	56%	-	61%	-	-	-	-
TAAR Perce	ent at Mee	te Gr	ada I av	/al or Al	nove																	
Grade 3					33 4 6																	
Reading	All Students	44%	41%	32%	*	31%	38%	-	-	-	*	29%	50%	20%	34%	19%	27%	39%	-	*	*	,

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	CWD	State 26%	District 22%	Campus 20%	s Amer	Hispanio 0%	40%	Ind	Asian -	Isl	Races	Disadv 20%	Disadv -	20%	CWOD	EL *	Male 29%	Female Migra *	nt Homeless	Care *	Mili
	CWOD	46%	43%	34%	*	33%	38%	-	-	-	*	31%	50%	-	34%	21%	27%	41% -	*	-	,
	EL Male	35% 41%	28% 43%	19% 27%	*	19% 24%	33%	-	-	-	*	18% 24%	* 50%	29%	21% 27%	19% 5%	5% 27%	35% -	*	*	
	Female	47%	39%	39%	*	38%	44%	-	-	-	-	36%	50%	*	41%	35%	-	39% -	-	-	,
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Mathematics	All Students	48%	36%	19%	•	17%	24%	-	-	-	•	17%	29%	0%	21%	14%	15%	23% -	•	•	
	CWD	30%	16%	0%	-	0%	0%	-	-	-	-	0%	-	0%	-	*	0%	* -	-	*	
	CWOD	50%	38%	21%	*	18%	31%	-	-	-	*	19%	29%	-	21%		18%	24% -	*	-	
	EL Male	41% 49%	19% 36%	14% 15%	*	14% 16%	8%	-	-	-	*	13% 15%	17%	0%	15% 18%	14% 14%		15% -	*	*	
	Female	46%	35%	23%	*	18%	44%	-	-	-	-	19%	38%	*	24%	15%	-	23% -	-	-	
ade 4 Reading	All	43%	40%	31%	*	32%	29%	_	_	_	_	31%	29%	8%	35%	33%	32%	30% *	*	_	
	Students	4070	4070	0170		0270						0170	2070	070	0070	0070	0270	0070			
	CWD	24%	18%	8%	-	11%	*	-	-	-	-	8%	-	8%	-	14%		* -	-	-	
	CWOD EL	46% 30%	43% 22%	35% 33%	*	36% 34%	36%	-	-	-	-	36% 34%	29%	- 14%	35% 38%	38% 33%	39%	31% * 46% *	*	-	
	Male	41%	37%	32%	-	32%	30%	-	-	-	-	32%	*	0%	39%	25%		- *	*	-	
	Female	46%	43%	30%	*	32%	29%	-	-	-	-	30%	*	*	31%	46%	-	30% -	-	-	
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Mathematics	Students	46%	40%	24%		21%	35%	-	-	-	-	22%	43%	8%	27%	21%	29%	18% *		-	
	CWD	27%	13%	8%	-	0%	*	-	-	-	-	8%	-	8%	-		13%	* -	-	-	
	CWOD	49%	44%	27%	*	26%	36%	-	-	-	-	25%	43%	-	27%		33%	21% *	*	-	
	EL Male	39% 48%	17% 40%	21% 29%	-	22% 23%	* 50%	-	-	-	-	22% 27%	*	0% 13%	27% 33%	21% 25%		15% *	*	-	
	Female	45%	41%	18%	*	20%	14%	-	-	-	-	17%	*	*	21%	15%	-	18% -	-	-	
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Reading	All Students	53%	50%	35%	-	24%	59%	-	-	-	-	25%	70%	33%	36%	19%	38%	32% -	-	-	
	CWD	27%	27%	33%	-	13%	57%	-	-	-	-	18%	*	33%	-	17%	33%	* -	-	-	
	CWOD	56%	54%	36%	-	26%	59%	-	-	-	-	27%	69%	-	36%		39%	32% -	-	-	
	EL Male	36% 50%	31% 49%	19% 38%	-	19% 23%	63%	-	-	-	-	21% 30%	62%	17% 33%	20% 39%	19% 22%	22% 38%	17% -	-	-	
	Female	56%	51%	32%	-	26%	50%	-	-	-	-	21%	86%	*	32%	17%	-	32% -	-	-	
Mathematics (57%	59%	38%	-	29%	59%	-	-	-	-	34%	55%	33%	39%	25%	40%	37% -	-	-	
	Students CWD	31%	38%	33%	_	25%	43%	_	_	_	_	27%	*	33%	_	33%	33%	* -	_	_	
	CWOD	60%	63%	39%	-	30%	64%	-	-	-	-	35%	56%	-	39%	23%	42%	37% -	-	-	
	EL	46%	42%	25%	-	25%	-	-	-	-	-	27%	*	33%	23%		28%	22% -	-	-	
	Male Female	56% 57%	59% 61%	40% 37%	-	26% 32%	63% 50%	-	-	-	-	38% 29%	46% 71%	33%	42% 37%	20%	40%	37% -	-	-	
Science	All Students	48%	43%	28%	-	18%	48%	-	-	-	-	23%	45%	33%	27%	19%	33%	22% -	-	-	
	CWD	27%	27%	33%	-	25%	43%	_	_	-	-	27%	*	33%	-	33%	33%	* -	_	-	
	CWOD	50%	46%	27%	-	17%	50%	-	-	-	-	22%	44%	-	27%		32%	21% -	-	-	
	EL Molo	31% 50%	25% 44%	19% 33%	-	19% 23%	- 47%	-	-	-	-	21% 33%	* 31%	33% 33%	17% 32%		33% 33%	6% -	-	-	
	Male Female	45%	44%	22%		13%	50%	-	-	-		33% 12%	71%	33%	21%	55% 6%	33%	22% -	-		
AR Percei	nt at Mas	ters G	rade I	evel																	
ade 3	it ut muc			-010.																	
Reading	All	27%	26%	20%	*	20%	19%	-	-	-	*	16%	43%	0%	22%	10%	15%	25% -	*	*	
	Students CWD	10%	5%	0%	_	0%	0%	_	_	_	_	0%	_	0%	_	*	0%	* -	_	*	
	CWOD	29%	29%	22%	*	21%	25%	-	-	-	*	18%	43%	-		10%		27% -	*	-	
	EL	19%	15%	10%	-	10%	-	-	-	-	-	8%	*	*	10%	10%	0%	20% -	*	-	
	Male Female	24% 29%	26% 27%	15% 25%	*	16% 24%	8% 33%	-	-	-	*	13% 19%	33% 50%	0% *	18% 27%	0% 20%	15%	25% -	*	*	
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lathematics		24%	17%	7%	*	8%	5%	-	-	-	*	6%	14%	0%	8%	7%	10%	5% -	*	*	
	Students	400/	50 /	201		00/	00/					00/		00/		_	00/	*			
	CWD	12% 25%	5% 18%	0% 8%	*	0% 9%	0% 6%	-	-	-	*	0% 7%	- 14%	0%	8%	* 8%	0% 11%	* - 5% -	*		
	EL	18%	12%	7%	-	7%	-	-	-	-	-	5%	*	*	8%	7%	9%	5% -	*	-	
	Male	26%	22%	10%	*	11%	8%	-	-	-	*	9%	17%	0%	11%	9%	10%		*	*	
	Female	22%	12%	5%	*	6%	0%	-	-	-	-	3%	13%	*	5%	5%	-	5% -	-	-	
ade 4																					
eading	All	21%	22%	12%	*	13%	12%	-	-	-	-	10%	29%	0%	15%	9%	10%	15% *	*	-	
	Students CWD	8%	5%	0%	_	0%	*	_	_	_	_	0%	_	0%	_	0%	0%	* -	_	_	
	CWOD	23%	24%	15%	*	15%	14%	-	-	-	-	13%	29%	-	15%	12%	12%	17% *	*	-	
	EL	12%	5%	9%	-	9%	*	-	-	-	-	9%	*	0%	12%	9%	5%	15% *	-	-	
	Male Female	20%	19% 26%	10% 15%	*	10% 16%	10% 14%	-	-	-	-	8% 13%	*	0% *	12% 17%	5% 15%	10%	- * 15% -	*	-	
	ı emale	2370	2070	15%		10%	1470	-	-	-	-	1370			1 / 70	1570	-	1370 -	-	-	
1athematics		27%	22%	8%	*	7%	12%	-	-	-	-	7%	14%	8%	8%	3%	7%	9% *	*	-	
	Students	100/	00/	00/		001	*					00/		00/		00/	100/	*			
	CWD CWOD	13% 29%	8% 24%	8% 8%	*	0% 9%	* 7%	-	-	-	-	8% 7%	14%	8%	8%	0% 4%	13% 6%	* - 10% *	*	-	
		20%	5%	3%	-	3%	*	-	-	-	-	3%	*	0%	4%	3%	0%	8% *	-	-	
	EL	2070																			
	EL Male Female	29%	22% 21%	7% 9%	-	3% 12%	20% 0%	-	-	-	-	5% 10%	*	13%	6% 10%	0% 8%	7% -	- * 9% -	*	-	

		State	District	Campus	Afr Amer	Hispanio	c White	Amer				Econ Disadv		CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	
Grade 5																						
Reading	All Students	29%	22%	13%	-	5%	31%	-	-	-	-	10%	25%	0%	16%	3%	12%	15%	-	-	-	-
	CWD	9%	4%	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	*	-	-	-	-
	CWOD EL	31% 14%	25% 4%	16% 3%	-	6% 3%	41%	-		-	-	12% 3%	31%	0%	16% 3%	3% 3%	16% 0%	16% 6%	-	-		
	Male	26%	21%	12%	-	0%	32%	-	-	_	-	8%	23%	0%	16%	0%	12%	-	-	-	-	
	Female	31%	23%	15%	-	10%	30%	-	-	-	-	12%	29%	*	16%	6%	-	15%	-	-	-	
Mathematics	s All Students	36%	36%	20%	-	16%	28%	-	-	-	-	17%	30%	7%	22%	14%	18%	22%	-	-	-	
	CWD	14%	13%	7%	-	13%	0%	-	-	-	-	9%	*	7%	-	17%	8%	*	-	-	-	
	CWOD	38%	40%	22%	-	17%	36%	-	-	-	-	18%	38%	-	22%		21%	24%	-	-	-	
	EL Male	24% 36%	21% 38%	14% 18%	-	14% 13%	- 26%	-	-	-	-	15% 16%	23%	17% 8%	13% 21%	14%	17% 18%	11%	-	-	-	
	Female	35%	34%	22%	-	19%	30%	-	-	-	-	18%	43%	*	24%	11%	-	22%	-	-	-	
Science	All	23%	20%	12%	_	3%	31%	_			_	7%	30%	7%	13%	3%	12%	12%	_	_	_	
Ocionico	Students														1070							
	CWD	11% 25%	8% 22%	7% 13%	-	0% 4%	14% 36%	-	-	-	-	0% 8%	* 31%	7%	13%	0% 3%	8% 14%	* 13%	-	-	-	
	EL	11%	6%	3%	-	3%	-	-	-	-	-	3%	3170 *	0%	3%	3%	6%	0%	-	-	-	
	Male Female	25% 21%	22% 19%	12% 12%	-	3% 3%	26% 40%	-	-	-	-	8% 6%	23% 43%	8%	14% 13%	6% 0%	12%	- 12%	-	-	-	
	remaie	2170	1070	.270		070	4070					070	4070		1070	070		1270				
All Grades							600/				*	640/	770/	240/	600/	E00/	620/	650/	*	120/	*	
All Subjects	All Students	77%	72%	63%	38%	62%	68%	-	-	-		61%	77%	34%	68%		62%	65%		13%		
	CWD	46%	39%	34%	-	23%	49%	-	-	-	-	27%	75%	34%	-		35%	30%	-	-	*	
	CWOD EL	81% 62%	78% 52%	68% 59%	38%	67% 59%	74% *	-	-	-	_	67% 61%	78% 37%	29%	68% 65%		69% 53%	68% 67%	*	13%	-	
	Male	74%	69%	62%	*	59%	69%	-	-	-	*	59%	78%	35%	69%		62%	-	*	13%	*	
	Female	80%	75%	65%	*	65%	66%	-	-	-	-	62%	77%	30%	68%	67%	-	65%	-	-	-	
Reading	All Students	73%	69%	65%	*	63%	72%	-	-	-	*	61%	83%	32%	70%	59%	64%	65%	*	*	*	
	CWD	39%	35%	32%	-	23%	47%	-	-	-	-	24%	*	32%	-		33%	30%	-	-	*	
	CWOD EL	78% 54%	75% 46%	70% 59%	-	68% 59%	79% *	-	-	-	*	68% 60%	81% 38%	- 25%	70% 64%		72% 50%	69% 69%	*	*	-	
	Male	69%	66%	64%	*	61%	73%	-	-	_	*	60%	87%	33%	72%		64%	-	*	*	*	
	Female	78%	73%	65%	*	66%	69%	-	-	-	-	63%	78%	30%	69%	69%	-	65%	-	-	-	
Mathematics	S All Students	81%	73%	64%	*	62%	69%	-	-	-	*	60%	80%	35%	68%	62%	62%	65%	*	*	*	
	CWD	53%	44%	35%	-	23%	53%	-	-	-	-	30%	*	35%	-		37%	30%	-	-	*	
	CWOD EL	84% 72%	78% 60%	68% 62%	*	67% 62%	73%	-	-	-	*	66% 63%	81% 50%	- 31%	68% 67%		68% 57%	69% 69%	*	*	-	
	Male	79%	72%	62%	*	60%	68%	-	-	-	*	58%	83%	37%	68%		62%	-	*	*	*	
	Female	82%	75%	65%	*	64%	69%	-	-	-	-	63%	78%	30%	69%	69%	-	65%	-	-	-	
Science	All Students	80%	77%	59%	-	59%	59%	-	-	-	-	59%	60%	33%	64%	53%	57%	61%	-	-	-	
	CWD	51%	37%	33%	-	25%	43%	-	-	-	-	27%	*	33%	-	33%	33%	*	-	-	-	
	CWOD	84%	83%	64%	-	64%	64%	-	-	-	-	64%	63%	-	64%		65%	63%	-	-	-	
	EL Male	61% 79%	52% 72%	53% 57%	-	53% 53%	63%	-	-	-	-	58% 58%	54%	33% 33%	57% 65%	53%		56%	-	-	-	
	Female		81%	61%	-	65%	50%	-	-	-	-	59%	71%	*	63%	56%		61%	-	-	-	
AAR Perce	nt at Mee	ets Gra	ide Lev	/el or A	bove																	
All Grades All Subjects	All	49%	42%	30%	25%	25%	44%	-	-	-	*	26%	49%	21%	31%	21%	30%	29%	*	0%	*	
	Students CWD	24%	18%	21%	-	12%	35%	-	-	-	-	16%	58%	21%	-	16%	23%	17%	-	-	*	
	CWOD	52%	46%	31%	25%	26%	47%	-	-	-	*	28%	48%	-	31%		32%	30%	*	0%	-	
	EL Male	29% 47%	18% 39%	21% 30%	*	21% 24%	46%	-	-	-	*	22% 28%	11% 42%	16% 23%			21% 30%	22%	*	0%	*	
	Female		44%	29%	*	26%	42%	-	-	-	-	24%	58%	17%	30%			29%	-	-	-	
Reading	All	47%	42%	33%	*	29%	45%	-	-	-	*	29%	56%	22%	35%	23%	32%	34%	*	*	*	
	Students CWD	21%	16%	22%	-	9%	40%	-	_	-	-	15%	*	22%	_	13%	22%	20%	-	-	*	
	CWOD	50%	46%	35%	*	32%	46%	-	-	-	*	31%	54%	-	35%	25%	34%	35%	*	*	-	
	EL Molo	23%	16%	23%	-	24%	* 460/	-	-	-	-	24%	13%	13%			17%	31%	*	*	-	
	Male Female	43% 51%	38% 45%	32% 34%	*	26% 32%	46% 42%	-	-	-	-	28% 29%	52% 61%	22% 20%	34% 35%	1/% 31%	32%	34%	-	-	-	
		51%	40%	27%	*	22%	42%	_	_	_	*	24%	44%	16%	29%	20%	28%	26%	*	*	*	
Mathematics	s All																				_	
Mathematics	Students	0001		16%	*	9% 24%	27% 46%	-	-	-	*	12% 26%	* 43%	16%	- 29%		19% 30%	10% 28%	*	*	-	
Mathematics	Students CWD	26% 54%	20% 43%	20%		<u>4</u> +/0	- U /0	-	-	-				13%		20%		18%	*		-	
Mathematics	Students	26% 54% 37%	43% 22%	29% 20%	-	20%	*	-	-	-	-	20%	1370	10/0				10 /0		*	-	
Mathematics	Students CWD CWOD EL Male	54% 37% 50%	43% 22% 39%	20% 28%	- *	20% 21%	44%	-	-	-	*	26%	39%	19%	30%	22%	28%	-	*	*	*	
Mathematics	Students CWD CWOD EL	54% 37% 50%	43% 22%	20%	- * *	20%		-	-	-	- * -						28%	26%	*	* -	*	
Mathematics Science	Students CWD CWOD EL Male	54% 37% 50%	43% 22% 39%	20% 28%	*	20% 21%	44%	-	-	-	-	26%	39%	19%	30%	22% 18%	28%	-	* -	* - -	*	

CWOD 56% 50% EL 26% 13% Male 53% 44% Female 53% 47%	6 19% 6 33% 6 22%	Afr Amer I - - - -	Hispanio 17% 19% 23% 13%	50% - 47% 50%	Amer Ind - -				Econ Disadv 22%	Disadv	CWD		EL	Male	Female N	1igrant H		Foster Care	
CWOD 56% 50% EL 26% 13% Male 53% 44% Female 53% 47% STAAR Percent at Masters Grade All Grades	6 27% 6 19% 6 33% 6 22%	Amer I	17% 19% 23%	50% - 47%					Disadv	Disadv	CWD		EL	Male	Female N	1igrant H			
CWOD 56% 50% EL 26% 13% Male 53% 44% Female 53% 47% STAAR Percent at Masters Grade All Grades	6 27% 6 19% 6 33% 6 22%	- - -	17% 19% 23%	50% - 47%	- - -	Asian - -	ISI -	Races			CWD		EL	male	remaie N	⁄ligrant ⊩	lomeless	Care	Millitar
EL 26% 13% Male 53% 44% Female 53% 47% STAAR Percent at Masters Grade All Grades	6 19% 6 33% 6 22%	-	19% 23%	47%	-	-	-					270/	170/	32%	21%				
Male 53% 44% Female 53% 47% STAAR Percent at Masters Grade All Grades	% 33% % 22%	-	23%	47%	_		-	_	21%	44%	33%			33%	6%		-		
STAAR Percent at Masters Grade All Grades	% 22%	-		50%		_	_	_	33%	31%	33%	32%		33%	-	_	_	_	_
All Grades	a I aval				-	-	-	-	12%	71%	*	21%	6%	-	22%	-	-	-	-
All Grades																			
All Subjects All 23% 17%																			
Students	6 13%	13%	10%	21%	-	-	-	*	11%	27%	3%	15%	7%	12%	15%	*	0%	*	*
CWD 8% 6%	3%	_	2%	5%	_	_	_	_	3%	8%	3%	_	3%	5%	0%	_	_	*	_
CWOD 25% 18%		13%	12%	26%	-	-	-	*	12%	30%	-	15%	8%	14%	16%	*	0%	-	*
EL 11% 5%	7%	-	7%	*	-	-	-	-	7%	11%	3%	8%	7%	5%	9%	*	*	-	-
Male 22% 16%		*	8%	21%	-	-	-	*	10%	24%	5%	14%	5%	12%	-	*	0%	*	-
Female 24% 17%	6 15%	*	13%	23%	-	-	-	-	12%	33%	0%	16%	9%	-	15%	-	-	-	*
Reading All 20% 16%	6 15%	*	13%	22%	-	-	-	*	12%	32%	0%	18%	7%	13%	19%	*	*	*	*
Students	201		00/	00/					00/		00/		00/	00/	00/				
CWD 7% 5% CWOD 22% 18%		*	0% 14%	0% 29%	-	-	-	*	0% 14%	35%	0%	- 18%	0% 8%	0% 16%	0% 20%	*	*	•	*
EL 8% 4%			7%	29%	-	-	-		7%	13%	0%	8%	7%	2%	14%	*	*	-	
Male 17% 14%		*	9%	20%	- [*	10%	26%	0%	16%		13%	1470	*	*	*	_
Female 23% 19%		*	17%	27%	-	-	-	-	15%	39%	0%	20%	14%	-	19%	-	-	-	*
Mathematics All 26% 17% Students	6 12%	*	11%	16%	-	-	-	*	10%	22%	5%	13%	8%	12%	12%	*	*	*	*
CWD 11% 6%	5%	_	5%	7%	_	_	_	_	6%	*	5%	_	6%	7%	0%		_	*	_
CWOD 28% 19%		*	11%	19%	_	_	_	*	11%	24%	-	13%	8%	13%	13%	*	*	_	*
EL 16% 8%		-	8%	*	-	-	-	-	8%	13%	6%	8%	8%	8%	8%	*	*	-	-
Male 25% 18%	6 12%	*	9%	20%	-	-	-	*	10%	22%	7%	13%	8%	12%	-	*	*	*	-
Female 26% 15%	6 12%	*	12%	12%	-	-	-	-	10%	22%	0%	13%	8%	-	12%	-	-	-	*
Science All 24% 17%	6 12%	-	3%	31%	-	-	-	-	7%	30%	7%	13%	3%	12%	12%	-	-	-	-
Students											-0.								
CWD 8% 8%		-	0%	14%	-	-	-	-	0%	~	7%	-	0%	8%	400/	-	-	-	-
CWOD 26% 19%		-	4%	36%	-	-	-	-	8%	31%	-	13%	3%	14%	13%	-	-	-	-
EL 7% 2% Male 25% 19%		-	3% 3%	26%	-	-	-	-	3% 8%	23%	0% 8%	3% 14%	3% 6%	6% 12%	0% -	-	-	-	-
Male 25% 19% Female 23% 15%		-	3% 3%	26% 40%	-	-	-	-	8% 6%	23% 43%	8%	13%	0%	12%	12%	-	-	-	-
remale 23% 13%	0 1270	-	370	40 70	-	-	-	-	U 70	4370		1370	U 70	-	1270	-	-	-	-
Indicates results are masked Indicates zero observations r				prote	ct stu	dent co	onfid	entialit	V.										

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	74	-	-	-	-	73	68	71
CWD	68	-	71	63	-	-	-	-	66	68	70
CWOD	73	*	71	76	-	-	-	-	74	-	71
EL	71	-	71	-	-	-	-	-	72	70	71
Male	77	-	73	85	-	-	-	-	74	77	71
Female	65	*	69	56	-	-	-	-	70	50	68
Mathematics											
All Students	70	*	72	67	-	-	-	-	69	85	78
CWD	85	-	91	75	-	-	-	-	90	85	88
CWOD	67	*	69	65	-	-	-	-	65	-	75
EL	78	-	78	*	-	-	-	-	77	88	78
Male	68	-	68	67	-	-	-	-	65	82	76
Female	73	*	76	68	_	_	_	_	73	93	80

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2018.

							Two or					
AII	African			American		Pacific	More	Econ				Foster
dents	American	Hispanic	White	Indian	Asian	Islander I	Races	Disadv	CWD	EL^	Homeless	Care
uation	Rate (Gr 9	-12): Class	of 2018	}								
-	- '	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
	dents uation - -	uation Rate (Gr 9	dents American Hispanic uation Rate (Gr 9-12): Class 	dents American Hispanic White uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Islander uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Islander Races uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Islander Races Disadv uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Islander Races Disadv CWD uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Islander Races Disadv CWD EL^ uation Rate (Gr 9-12): Class of 2018	dents American Hispanic White Indian Asian Islander Races Disadv CWD EL^ Homeless uation Rate (Gr 9-12): Class of 2018

								Two					
	A 11	A f!			A !		D:6:-	or	-				F4
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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
	229	22	10%
'^' '*'	Indicates data reporting does not multiplicates results are masked due to Indicates zero observations reported	small numbers to protect student cor	nfidentiality.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achi	evement Don	nain Score	: STAAR Co	mponen	t Only)						
STAAR Component Score	35	25	32	44	-	-	-	*	33	19	29
School Quality (College, Career	, and Military	Readiness	s Performar	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-
'*' Indicates results are maske '-' Indicates there are no stude			o protect stu	dent conf	identiality.						

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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	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	N					N	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N					N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N	N					N	N	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					N	N	N
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Υ
Interim Goals (2028-2032)											40%
Target Met											Υ
Long-Term Goals											40%

^{-&#}x27; Indicates there are no students in the group.

^{&#}x27; Ever EL in grades 9-12

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
										Y
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	90% 92% 94%	90% 90% 92% 94% 94%	Students American Hispanic 90% 90% 90% 92% 92% 92% 94% 94% 94%	Students American Hispanic White 90% 90% 90% 90% 92% 92% 92% 92% 94% 94% 94% 94%	Students American Hispanic White Indian 90% 90% 90% 90% 92% 92% 92% 92% 94% 94% 94% 94% 94%	Students American Hispanic White Indian Asian 90% 90% 90% 90% 90% 92% 92% 92% 92% 92% 94% 94% 94% 94% 94%	Students American Hispanic White Indian Asian Islander 90%	Students American Hispanic White Indian Asian Islander Races 90%	Students American Hispanic White Indian Asian Islander Races Disadv 90%	Students American Hispanic White Indian Asian Islander Races Disady CWD 90%

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

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)

		Camnue	African American	Hispanic	White	American Indian		Pacific Islander		Econ Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migran
Participation R	ate	Campus	American	пізрапіс	vviiite	IIIuiaii	Asiaii	isianuei	Naces	Disauv	Disauv	CVVD	CVVOD		Wate	remaie	iviigraii
All Subjects	All	100%	100%	100%	100%				*	100%	100%	100%	100%	100%	100%	100%	*
All Subjects	Students	100 /6	100 /0	100 /0	100 /6	-	-	-		100 /0	100 /0	100 /0	100 /0	100 /0	100 /0	100 /0	
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	_	100%	100%	_	_		_	100%	*	100%	_	100%	100%	100%	
	CWOD	100%	*	100%	100%	_		_	*	100%	100%	10070	100%	100%		100%	*
	EL	100%		100%	*	-	_	-	_	100%	100%	100%	100%	100%		100%	*
	Male	100 %	*	100%	100%	-	-	-	*	100%	100%	100%		100%		100 /6	*
	Female		*	100%	100%	-	-	-	_	100%	100%	100%	100%	100%	100%	100%	
	remale	100%		10070	100%	-	-	-	-	10070	100%	100%	10070	100%	-	100%	-
Mathematics	s All Students	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	-	98%	100%	-	-	-	-	99%	100%	100%	99%	100%	98%	100%	-
	CWD	100%	_	100%	100%	_	_		_	100%	*	100%	_	100%	100%	*	_
	CWOD	99%	-	98%	100%	-	_	-	-	98%	100%	10070	99%	100%	97%	100%	_
	EL	100%	-	100%	100 /0	-	_	-	-	100%	*	100%	100%		100%	100%	-
	Male	98%	-	97%	100%	-	-	-	-	97%	100%	100%	97%	100%	98%	100 /0	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	*	100%	100%	9070	100%	-
lon-Participati		100 /6	-	100 /0	100 /0	-	-	-	-	100 /0	100 /0		100 /0	100 /0	-	100 /0	-
All Code and	A II	0%	00/	00/	0%				*	0%	0%	0%	00/	0%	0%	0%	
All Subjects	All Students	0%	0%	0%	0%	-	-	-		0%	0%	0%	0%	0%	0%	0%	
	CWD	0%	_	0%	0%	-	_	_	_	0%	0%	0%	_	0%	0%	0%	_
	CWOD	0%	0%	0%	0%	-	_	_	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	_	_	_	_	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Students	00/		00/	00/					00/	*	00/		00/	00/	00/	
	CWD	0%	-	0%	0%	-	-	-	-	0%		0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL.	0%	-	0%		-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	s All Students	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	-	_	-	_	0%	*	0%	_	0%	0%	0%	_
	CWOD	0%	*	0%	0%	_	_	_	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	_	_	_	_	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	0%	_	_	_	*	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	-	0%	_
	i ciliale	₩ /0		0 /0	0 /0	-	-	-	-	0 /0	0 /0	0 /0	0 /0	0 /0	-	U /U	-

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).

			African			Americar	1	Pacific	Two or More	Econ	Non Econ						
		Campus	America	n Hispanio	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	1%	-	2%	0%	-	-	-	-	1%	0%	0%	1%	0%	2%	0%	-
	CWD	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	0%	0%	*	-
	CWOD	1%	-	2%	0%	-	-	-	-	2%	0%	-	1%	0%	3%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	2%	-	3%	0%	-	-	-	-	3%	0%	0%	3%	0%	2%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-	0%	-
	results are				to prote	ect student	confide	entiality.									

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 Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities	3	01000110	7				7101011		11000		2.00.0	
In-School Suspensions												
•	Male	10	0	8	2	0	0	0	0	2		
	Female	2	0	0	2	0	0	0	0	0		
	Total	12	0	8	4	0	0	0	0	2		
Out-of-School Suspensions												
	Male	4	0	2	2	0	0	0	0	0		
	Female	2	0	0	2	0	0	0	0	0		
	Total	6	0	2	4	0	0	0	0	0		
Expulsions					•		•	•	•	•		
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
Mithaut Educational	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
Gel VICES	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		
Policies	IVIAIC	U	U	U	U	U	U	U	U	U		
i onoica	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Total	O	Ū	O	O	O	U	U	U	O		
Control Molatou / Mirodio	Male	0	0	0	0	0	0	0	0	0		
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	0		
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	6	0	2	2	0	0	0	2	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	2	2	0	0	0	2	0		2
Out-of-School Suspensions			_	_	_	_	_	_	_	_		_
	Male	4	0	2	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
Francisco -	Total	4	0	2	2	0	0	0	0	0		2
Expulsions	Mala	0	0	0	0	0	^	0	0	0		0
With Educational Services	Male Female	0 0	0 0	0	0	0 0	0	0 0	0	0		0 0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational	Male	0	0	0	0	0	0	0	0	0		0
Services	Maic	U	J	J	U	J	U	U	J	U		U
	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	Ö	0	0	0	0	0	0	0	0		0
Policies		v	•	•	Ü	•	,	J	3	J		•
	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		Ö
School-Related Arrests		-	-	-	-	-	-	-		-		
	Male	0	0	0	0	0	0	0	0	0		0
	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		Ö
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö		Ö
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

		Total	African			Indian or Alaska		Pacific	Two or More		Students	Students with Disabilities (Section
			American	Hispanic	White	Native	Asian	Islander		EL	Disabilities	
All Students Chronic Absenteeism												,
	Male	28	0	17	11	0	0	0	0	5	8	2
	Female	22	0	14	8	0	0	0	0	5	5	2
	Total	50	0	31	19	0	0	0	0	10	13	4

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	25	0	20	5	0	0	0	0	14	2
	Female	28	0	23	5	0	0	0	0	14	2
	Total	53	0	43	10	0	0	0	0	28	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
"" Indicates results are masked due '-' Indicates there are no students in Blank cell indicates the student gr	the group.	•		dentiality.							

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.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	9.8	20.6%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.2%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.8	6.3%

All So	chool
Number	Percent
-	

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

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.

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%	*	1%	*	1%
Mathematics	5,880	1%	*	1%	*	1%
Grade 4 Reading	6,312	2%	*	1%	-	-
Mathematics	6,311	2%	*	1%	-	-
Grade 5 Reading	6,133	1%	7	2%	*	4%
Mathematics	6,131	1%	7	2%	*	4%
Science	6,133	1%	7	2%	*	4%
Grade 6 Reading	6,038	1%	11	3%	-	-
Mathematics	6,036	1%	11	3%	-	-
Grade 7 Reading	5,616	1%	6	2%	-	-
Mathematics	5,616	2%	6	3%	-	-
Grade 8 Reading	5,251	1%	7	2%	-	-
Mathematics	5,254	2%	7	2%	-	-
Science	5,250	1%	7	2%	-	-
End of Course English I	5,150	1%	7	1%	-	-
English II	4,680	1%	*	1%	-	-
Algebra I	5,122	1%	6	1%	-	-
Biology	4,954	1%	*	1%	-	-
All Grades All Subjects	101,751	1%	103	2%	14	2%
Reading	45,064	1%	45	2%	5	2%
Mathematics	40,350	1%	41	2%	5	2%
Science	16,337	1%	17	2%	*	4%

^{-&#}x27; Indicates zero observations reported for this group.

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.

			% Belo	w Basic	% At or Ah	ove Basic		r Above icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disady	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
		English Language Learners	01	05	39	33	12	10	2	,
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ 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
rade 8	Reading	Overall	33	27	67	73	25	34	2	4
	5	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
	Mathomatios	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 Disady	41	46	75 59	73 54	19	36 18	2	3
		Students with Disabilities	73	46 73	59 27	5 4 27	5	6	1	2
		English Language Learners	73 60	73 72	40	28	5 8	5	1	1
		English Language Learners	00	12	70	20	Ü	J	·	

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

	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%

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

There is no data for this campus.