Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: FLOUR BLUFF J H
Campus ID: 178914041
District Name: FLOUR BLUFF 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

				State	ESSA GU	ais						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level	or Above)										
Reading/ELA 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% 60% 66% 73% 80% 59% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 85% 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% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 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%

^{&#}x27;N' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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

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

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

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
•	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

											Two											
											or		Non									
		State	District	Campus	Afr Amer l	Hispanio	c White	Amer				Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant F		Foster Care	
OTA AD D	4 -4 4		h 0																J			•
STAAR Perc Grade 7	ent at Ap	oroac	nes G	rade Le	vei or A	Above																
Reading	All	74%	76%	76%	62%	74%	76%	*	100%	_	91%	66%	87%	26%	81%	25%	71%	81%	*	*	*	93%
rtodding	Students	1 170	1070	1070		1 170	1070		10070		0170	0070	01 70	2070	0170	2070	7 1 70	0170				0070
	CWD	37%	26%	26%	*	28%	24%	-	-	-	*	20%	38%	26%	-	-	25%	27%	-	-	-	-
	CWOD		81%	81%	73%	78%	82%	*	100%	-	90%	73%	90%	-		25%	78%	84%	*	*	*	93%
	EL.	49%	25%	25%	-	25%	-	-	-	-	-	17%	0.40/	-	25%	25%	740/	*	-	*	-	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~
	Male Female	70%	71% 81%	71% 81%	43% 83%	69% 79%	71% 82%	•	100% 100%		100% 83%	61% 72%	84% 89%	25% 27%	78% 84%	*	71%	- 81%	*	•	*	94% 91%
	remale	1970	0170	0170	03%	1970	0270	-	100%	-	0370	1270	0970	2170	0470		-	0170		-		9170
Mathematic	cs All	73%	86%	83%	60%	83%	84%	*	100%	_	88%	78%	90%	48%	87%	50%	82%	84%	*	*	*	95%
	Students																					
	CWD	43%	50%	48%	*	61%	43%	-	-	-	*	47%	46%	48%	-	-	47%	45%	-	-	-	-
	CWOD		89%	87%	75%	85%	90%	*	100%	-	100%	83%	93%	-	87%	50%		86%	*	*	*	95%
	EL	57%	50%	50%	-	50%	-	-	-	-	-	33%	*	-	50%	50%	*	*	-	*	-	*
	Male	72%	85%	82%	57% *	82%	83%	^	100%	-	4000/	78%	88%	47%	88%		82%	-	-	•	•	93%
	Female	75%	86%	84%	•	84%	84%	-	•	-	100%	77%	93%	45%	86%	•	-	84%	•	-	•	100%
Grade 8																						
Reading	All	84%	86%	86%	90%	83%	88%	-	75%	-	95%	78%	93%	52%	90%	33%	80%	91%	-	*	*	96%
	Students				*																	
	CWD	47%	52%	52%		47%	54%	-	*	-	× 050/	52%	53%	52%	-	200/	47%	61%	-	-	-	-
	CWOD		90%	90%	100%	86%	93%	-	86%	-	95%	83%	96%	-	90%	38%		94%	-	*	*	96%
	EL Male	62% 81%	33% 80%	33% 80%	80%	43% 79%	81%	-	71%	-	100%	33% 70%	89%	47%	38% 86%	33% 50%		-	-	-	-	93%
	Female		91%	91%	100%	87%	95%	-	*	-	93%	86%	96%	61%	94%	*	-	91%	-	*	*	100%
Mathematic		87%	87%	87%	90%	86%	88%	-	*	-	94%	81%	94%	56%	92%	44%	85%	89%	-	*	*	94%
	Students CWD	E00/	EC0/	56%	*	53%	54%		*		*	52%	CE0/	56%		*	E00/	67%				
	CWD	58%	56% 92%	92%	100%	90%	94%	-	*	-	93%	52% 86%	65% 97%	50%	92%	50%	50% 92%	92%	-	*	*	94%
	EL	77%	44%	44%	100 /0	57%	9 4 /0 *	-	*	-	9370	44%	91 /0	*	50%	44%		92 /0 *	-	_	_	9 4 /0
	Male	84%	85%	85%	80%	86%	84%	_	*	_	100%	78%	93%	50%	92%	33%		_	_	_	_	92%
	Female		89%	89%	100%	86%	93%	-	-	-	90%	84%	96%	67%	92%	*	-	89%	-	*	*	100%
Science	All	79%	84%	84%	90%	80%	86%	-	88%	-	90%	73%	93%	56%	87%	33%	82%	85%	-	*	*	93%
	Students CWD	46%	56%	56%	*	53%	50%		*		*	48%	71%	56%		*	56%	56%				
	CWOD		87%	87%	88%	83%	90%	-	86%	-	89%	77%	94%	JU /0	- 87%	38%		88%	-	*	*	93%
	EL	55%	33%	33%	00 /0	43%	*	-	*	-	0970	33%	94 /0	*	38%	33%		*	-	_	_	*
	Male	78%	82%	82%	100%	80%	82%	_	86%	_	100%	71%	92%	56%	86%	33%		_	_	_	_	87%
	Female		85%	85%	80%	81%	89%	-	*	-	87%	75%	94%	56%	88%	*	-	85%	-	*	*	100%
End of Cou		0001	0=01	40001		40001	40001		4000		40001	40001	10001		10001		10001	40001				10001
Algebra I	All	83%	87%	100%	*	100%	100%	-	100%	-	100%	100%	100%	-	100%	-	100%	100%	-	-	-	100%
	Students	E20/	45%																			
	CWD	52%	45% 93%	100%	*	100%	100%	-	100%	-	100%	100%	100%	-	100%	-	100%	100%	-	-	-	100%
	EL	73%	80%	100%		100%	100%	-	100%	_	100%	100%	100%	-	100%	-	100%	100%	-	-	-	100%
	Male	79%	82%	100%	-	100%	100%	-	100%	_	*	100%	100%	-	100%	-	100%	-	-	-	-	100%
	Female		92%	100%	*	100%	100%	_	100%		100%	100%	100%	_	100%	_	-	100%	_	_	_	100%
		0070	02/0	10070		10070	.0070		.0070		.0070	.0070	.0070		.0070			.0070				.0070
STAAR Perc	ont at Mo	ote G	rado I	ovel or	Ahove																	
Grade 7	Ont at MG	3	. aut L	J T J I J I																		
Reading	All	48%	52%	52%	38%	45%	55%	*	88%	-	82%	40%	65%	21%	55%	13%	45%	60%	*	*	*	56%
Ŭ	Students																					
	CWD	21%	21%	21%	*	22%	24%	-	-	-	*	13%	38%	21%	-	-	19%	27%	-	-	-	-
	CWOD		55%	55%	45%	48%	59%	*	88%	-	90%	44%	66%	-	55%	13%	49%	61%	*	*	*	56%
	EL	19%	13%	13%	-	13%	-	-	-	-	-	17%	*	-	13%	13%	*	*	-	*	-	*

Two

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	Male	State 44%	45%	Campus 45%	29%	37%	50%	ina *	78%	ISI -	80%	35%	57%	19%	49%	*	45%	remaie	e Wilgrant -	Homeless *	care *	56%
	Female		60%	60%	50%	54%	61%	-	100%	-	83%	47%	71%	27%	61%	*	-	60%	*	-	*	55%
Mathamatia	- AII	440/	600/	E 40/	E00/	E00/	EC0/	*	740/		750/	450/	CEN/	260/	E 7 0/	120/	E40/	E 7 0/	*	*	*	740/
Mathematic	s All Students	41%	60%	54%	50%	50%	56%		71%	-	75%	45%	65%	26%	57%	13%	51%	57%				74%
	CWD	22%	30%	26%	*	33%	24%	-	-	-	*	27%	23%	26%	-	-	22%	36%	-	-	-	-
	CWOD	44% 22%	63% 13%	57% 13%	63%	52% 13%	60%	*	71%	-	86%	48% 17%	68%	-	57% 13%	13%	56% *	58%	*	*	*	74% *
	EL Male	41%	59%	51%	- 57%	50%	- 47%	*	100%	-	*	45%	60%	22%	56%	13%	51%	_	-	*	*	79%
	Female		62%	57%	*	51%	65%	-	*	-	80%	45%	70%	36%	58%	*	-	57%	*	-	*	60%
0 1 0																						
Grade 8 Reading	All	53%	58%	58%	30%	58%	59%		50%	_	55%	45%	69%	26%	61%	11%	52%	63%	_	*	*	67%
rteading	Students		30 /0	30 /6	30 70	30 /0	3370	-	30 70	-	3370	40 /0	0370	2070	0170	1170	JZ /0	0370	_			01 /0
	CWD	22%	26%	26%	*	37%	23%	-	*	-	*	21%	35%	26%	-	*	22%	33%	-	-	-	-
	CWOD EL	19%	61% 11%	61% 11%	38%	60% 14%	64% *	-	57% *	-	60%	49% 11%	72%	*	61% 13%	13% 11%	57% 17%	65% *	-	*	*	67% *
	Male	49%	52%	52%	40%	53%	51%	_	43%	_	57%	40%	63%	22%	57%	17%		-	_	-	-	47%
	Female	58%	63%	63%	20%	63%	66%	-	*	-	53%	50%	75%	33%	65%	*	-	63%	-	*	*	92%
		F F 0 /	500/	=00/	000/	500/	040/				000/	440/	700/	000/	500/	440/	E 40/	000/				070/
Mathematic	s All Students	55%	56%	56%	60%	50%	61%	-	•	-	63%	41%	72%	36%	59%	11%	51%	60%	-	•	•	67%
	CWD	27%	36%	36%	*	37%	35%	-	*	-	*	24%	59%	36%	-	*	41%	28%	-	-	-	-
	CWOD		59%	59%	75%	51%	66%	-	*	-	64%	45%	73%	- *	59%	13%		64% *	-	*	*	67% *
	EL Male	36% 52%	11% 51%	11% 51%	- 40%	14% 47%	55%	-	*	-	- 67%	11% 37%	- 67%	41%	13% 53%	11% 17%	17% 51%	_	-	-	-	58%
	Female		60%	60%	80%	53%	68%	-	-	-	60%	46%	76%	28%	64%	*	-	60%	_	*	*	83%
Science	All	50%	54%	54%	30%	48%	59%	-	75%	-	67%	38%	67%	28%	57%	11%	53%	54%	-	*	*	70%
	Students CWD	23%	28%	28%	*	32%	27%	_	*	_	*	18%	47%	28%	_	*	28%	28%	_	_	_	_
	CWOD		57%	57%	38%	49%	63%	-	86%	-	68%	42%	69%	-	57%	13%	58%	56%	-	*	*	70%
	EL	20%	11%	11%	-	14%	*	-	*	-	-	11%	-	*	13%	11%	17%	*	-	-	-	*
	Male Female	50%	53% 54%	53% 54%	20% 40%	48% 47%	58% 59%	-	71% *	-	67% 67%	35% 41%	70% 65%	28% 28%	58% 56%	17% *	53%	- 54%	-	*	*	60% 83%
	Torridic	0070	0170	0470	1070	11 70	0070				01 70	1170	0070	2070	0070			0170				0070
End of Cour	se																					
Algebra I	All	59%	69%	96%	*	98%	93%	-	100%	-	100%	98%	95%	-	96%	-	99%	94%	-	-	-	100%
	Students CWD	24%	30%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		73%	96%	*	98%	93%	-	100%	-	100%	98%	95%	-	96%	_	99%	94%	_	-	-	100%
	EL	40%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male Female	53%	64% 72%	99% 94%	*	100% 97%	98% 90%	-	100% 100%	-	100%	100% 96%	98% 93%	-	99% 94%	-	99%	94%	-	-	-	100% 100%
	Torridic	0070	1270	0470		01 70	0070		10070		10070	0070	0070		0170			0170				10070
TAAR Perce	ent at Ma	sters	Grade	Level																		
Grade 7 Reading	All	29%	32%	32%	23%	24%	37%	*	65%		55%	20%	45%	7%	34%	0%	26%	38%	*	*	*	33%
Reading	Students		3270	3270	2370	2470	3170		05%	-	33%	20%	45%	1 70	3470	U 70	2070	30%				33%
	CWD	9%	7%	7%	*	0%	14%	-	-	-	*	0%	23%	7%	-	-	6%	9%	-	-	-	-
	CWOD		34% 0%	34% 0%	27%	26% 0%	39%	*	65%	-	60%	22% 0%	46%	-	34% 0%	0% 0%	29%	39%	*	*	*	33%
	EL Male	8% 25%	26%	26%	- 14%	17%	32%	*	- 56%	-	80%	19%	35%	- 6%	29%	*	26%	_	-	*	*	25%
	Female		38%	38%	33%	32%	42%	-	75%	-	33%	20%	53%	9%	39%	*	-	38%	*	-	*	45%
Mathematic	s All Students	16%	27%	21%	10%	16%	26%	*	43%	-	25%	15%	28%	5%	23%	0%	16%	26%	*	*	*	11%
	CWD	7%	7%	5%	*	11%	0%	-	_	_	*	7%	0%	5%	-	_	6%	0%	_	_	_	_
	CWOD	17%	29%	23%	13%	16%	30%	*	43%	-	29%	16%	30%	-	23%	0%	18%	27%	*	*	*	11%
	EL Mala	6%	0%	0% 46%	- 00/	0%	100/	*	- 600/	-	- *	0%	*	- 60/	0%	0% *	* 160/	*	-	*	- *	* 1.40/
	Male Female	16% 16%	25% 30%	16% 26%	0% *	14% 18%	18% 35%	_	60% *	-	40%	13% 18%	21% 35%	6% 0%	18% 27%	*	16% -	26%	*	_	*	14% 0%
Grade 8																					*	
_		_												2%	31%	0%	23%	000/				
Reading	All	27%	28%	28%	10%	24%	33%	-	25%	-	27%	14%	40%	270			2070	33%	-	*	*	44%
Reading	Students				10%			-	25%	-	27%				_	*			-	*	-	44%
Reading		7% 30%	2% 31%	2% 31%		5% 26%	0% 37%	-		-		3% 16%	40% 0% 43%	2%	- 31%	* 0%	0% 26%	6% 35%	-	* - *	* - *	44% - 44%
Reading	Students CWD CWOD EL	7% 30% 5%	2% 31% 0%	2% 31% 0%	* 13% -	5% 26% 0%	0% 37% *	-	* 29% *	-	* 30% -	3% 16% 0%	0% 43% -	2% - *	- 31% 0%	* 0% 0%	0% 26% 0%	6% 35% *	- - - -	* - * -	* - *	- 44% *
Reading	Students CWD CWOD EL Male	7% 30% 5% 24%	2% 31% 0% 23%	2% 31% 0% 23%	* 13% - 20%	5% 26% 0% 21%	0% 37% * 24%	-	*	-	* 30% - 43%	3% 16% 0% 12%	0% 43% - 33%	2% - * 0%	- 31% 0% 26%	* 0%	0% 26%	6% 35% *	- - - -	* - * - - *	* * - - *	- 44% * 33%
Reading	Students CWD CWOD EL	7% 30% 5% 24%	2% 31% 0%	2% 31% 0%	* 13% -	5% 26% 0%	0% 37% *	-	* 29% *	-	* 30% -	3% 16% 0%	0% 43% -	2% - *	- 31% 0%	* 0% 0% 0%	0% 26% 0% 23%	6% 35% *	- - - -	* - * - *	- * - - *	- 44% *
Reading Mathematics	Students CWD CWOD EL Male Female	7% 30% 5% 24% 31%	2% 31% 0% 23%	2% 31% 0% 23%	* 13% - 20%	5% 26% 0% 21%	0% 37% * 24%	-	* 29% *	-	* 30% - 43%	3% 16% 0% 12%	0% 43% - 33%	2% - * 0%	- 31% 0% 26%	* 0% 0% 0%	0% 26% 0% 23%	6% 35% *		* - * - * - *	* * - *	- 44% * 33%
J	Students CWD CWOD EL Male Female s All Students	7% 30% 5% 24% 31%	2% 31% 0% 23% 33%	2% 31% 0% 23% 33%	* 13% - 20% 0% 10%	5% 26% 0% 21% 27%	0% 37% * 24% 42%	-	* 29% *	-	* 30% - 43% 20%	3% 16% 0% 12% 17%	0% 43% - 33% 47% 30%	2% - * 0% 6% 12%	31% 0% 26% 35%	* 0% 0% 0% *	0% 26% 0% 23% -	6% 35% * - 33% 19%	-	* - * - * - *	* - * - *	- 44% * 33% 58%
J	Students CWD CWOD EL Male Female	7% 30% 5% 24% 31% 17%	2% 31% 0% 23% 33%	2% 31% 0% 23% 33%	* 13% - 20% 0%	5% 26% 0% 21% 27%	0% 37% * 24% 42%	-	* 29% *	-	* 30% - 43% 20%	3% 16% 0% 12% 17%	0% 43% - 33% 47%	2% - * 0% 6%	31% 0% 26% 35%	* 0% 0% 0% *	0% 26% 0% 23% -	6% 35% * - 33%	-	* - * - * - *	* - - * *	- 44% * 33% 58%
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J	Students CWD CWOD EL Male Female s All Students CWD CWOD EL Male	7% 30% 5% 24% 31% 17% 9% 18% 6% 16%	2% 31% 0% 23% 33% 19% 12% 20% 0% 19%	2% 31% 0% 23% 33% 19% 12% 20% 0% 19%	* 13% - 20% 0% 10% * 13% - 0%	5% 26% 0% 21% 27% 12% 16% 12% 0% 15%	0% 37% * 24% 42% 28% 8% 31% *	-	* 29% *	-	* 30% - 43% 20% 19% * 144% - 33%	3% 16% 0% 12% 17% 9% 9% 0% 11%	0% 43% - 33% 47% 30% 18% 31% - 29%	2% - 0% 6% 12% 12% - 13%	31% 0% 26% 35% 20% - 20% 0% 21%	* 0% 0% 0% * 0% * 0% 0% 0% 0%	0% 26% 0% 23% - 19% 13% 21% 0% 19%	6% 35% * - 33% 19% 11% 19% *	-	*	* * * * * * * * * * * * * * * * * * * *	44% * 33% 58% 17% - 17% * 25%
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Two or Non

End of O	roo	State	District	Campus	Afr Amer H	lispanic		Ame Ind					Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migran	t Homeless	Foster Care	
End of Cou Algebra I	rse All Students	36%	48%	87%	*	92%	83%	-	87%	-	89%	93%	85%	-	87%	-	86%	88%	-	-	-	8
	CWD	9% 39%	7% 53%	- 87%	- *	- 92%	- 83%	-	- 87%	-	- 89%	- 93%	- 85%	-	- 87%	-	- 86%	- 88%	-	-	-	8
	EL	19%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Male Female	31% 40%	43% 52%	86% 88%	*	94% 91%	85% 81%	-	75% 100%	-	100%	100% 87%	81% 88%	-	86% 88%	-	86%	88%	-	-	-	1
STAAR Perc	ent at Apı	proac	hes Gr	ade Lev	vel or A	Above																
All Grades All Subjects		77%	83%	84%	79%	82%	86%	*	93%	_	93%	76%	92%	48%	88%	37%	81%	87%	*	75%	78%	,
	Students CWD	46%	50%	48%	40%	48%	46%		*	_	88%	44%	57%	48%	_	*	45%	55%	_	_	_	
	CWOD	81%	88%	88%	87%	85%	91%	*	95%	-	94%	81%	95%	-	88%	40%	87%	90%	*	75%	78%	,
	EL Male	62% 74%	57% 81%	37% 81%	- 69%	43% 80%	* 81%	*	90%	-	- 97%	33% 72%	90%	* 45%	40% 87%	37% 38%	38% 81%	35%	-	*	*	
	Female		85%	87%	89%	84%	90%	-	100%	-	91%	80%	94%	55%	90%	35%	-	87%	*	100%	71%	
Reading	All Students	73%	80%	81%	74%	78%	82%	*	92%	-	94%	72%	90%	40%	85%	29%	76%	86%	*	*	*	ę
	CWD	39%	43%	40%	*	38%	40%	-	*	-	*	37%	48%	40%	-	*	36%	50%	-	-	-	
	CWOD	78% 54%	86%	85%	84%	82%	88%	*	96%	-	93%	77%	93%	-	85%			89%	*	*	*	(
	EL Male	54% 69%	51% 78%	29% 76%	- 58%	33% 74%	76%	*	88%	-	100%	27% 65%	87%	36%	31% 82%	29% 40%		14% -	-	*	*	,
	Female		83%	86%	91%	83%	89%	-	100%	-	90%	79%	93%	50%	89%	14%	-	86%	*	*	*	,
Mathematic	cs All Students	81%	85%	88%	78%	86%	89%	*	96%	-	94%	81%	94%	52%	92%	47%	86%	90%	*	*	*	(
	CWD	53%	55%	52%	*	57%	49%	-	*	-	*	49%	59%	52%	-	*	48%	61%	-	-	-	
	CWOD EL	84% 72%	90% 66%	92% 47%	89%	89% 53%	94%	-	96% *	-	97% -	86% 40%	97% *	*	92% 50%	50% 47%	92% 40%	92% 57%	-	*	-	,
	Male Female	79%	84% 87%	86% 90%	67% 91%	85% 87%	87% 91%	*	94% 100%	-	92% 95%	80% 83%	92% 96%	48% 61%	92% 92%	40% 57%		90%	- *	*	*	1
Science	All	80%	87%	84%	90%	80%	86%	-	88%	_	90%	73%	93%	56%	87%	33%	82%	85%	-	*	*	
	Students CWD	51%	58%	56%	*	53%	50%	-	*	-	*	48%	71%	56%	-	*	56%	56%	-	-	-	
	CWOD EL	84% 61%	90% 54%	87% 33%	88%	83% 43%	90%	-	86%	-	89%	77% 33%	94%	-	87% 38%	38% 33%		88%	-	*	*	
	Male	79%	87%	82%	100%	80%	82%	-	86%	-	100%	71%	92%	56%	86%		82%	-	-	-	-	
	Female	81%	86%	85%	80%	81%	89%	-	*	-	87%	75%	94%	56%	88%	•	-	85%	-	*	*	1
All Grades	ent at Me	ets G	rade Le	evel or A	Above			-	*	-						•	-		-	*	*	
	ent at Med s All Students	ets G i	rade Le	evel or A	Above 45%	53%	61%	*	* 81%	-	69%	44%	71%	28%		12%		62%	*	* 38%	* 22%	
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All Grades	ent at Meds All Students CWD CWOD EL	ets G 49% 24% 52% 29%	56% 26% 60% 24%	57% 28% 61% 12%	Above 45% 0% 54% -	53% 32% 55% 14%	61% 27% 65% *	*	* 84% *	-	69% 25% 73%	44% 21% 48% 13%	71% 43% 72% *	28% 28% - *	61% - 61% 13%	* 13% 12%	26% 57% 19%	62%	* - *	- 38% *	- 22% -	
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All Grades	ent at Med s All Students CWD CWOD EL Male Female	49% 49% 52% 29% 47%	56% 26% 60% 24% 54%	57% 28% 61% 12% 53%	45% 0% 54% - 38%	53% 32% 55% 14% 49%	61% 27% 65% *	* - * - *	* 84% * 77%	-	69% 25% 73% - 70%	44% 21% 48% 13% 40%	71% 43% 72% *	28% 28% - *	61% - 61% 13% 57% 64%	* 13% 12% 19%	26% 57% 19% 53%	62% 31% 64% 0%	* - * - *	- 38% * *	- 22% - *	
All Grades All Subjects	ent at Med Students CWD CWOD EL Male Female	49% 24% 52% 29% 47%	56% 26% 60% 24% 54% 58%	57% 28% 61% 12% 53% 62%	45% 0% 54% - 38% 52%	53% 32% 55% 14% 49% 57%	61% 27% 65% * 56% 66%	* - * - * -	* 84% * 77% 89%	-	69% 25% 73% - 70% 68%	44% 21% 48% 13% 40% 48%	71% 43% 72% * 67% 74%	28% 28% - * 26% 31%	61% - 61% 13% 57% 64%	* 13% 12% 19% 0%	26% 57% 19% 53%	62% 31% 64% 0% - 62%	* - * - *	- 38% * *	- 22% - *	
All Grades All Subjects	ent at Med S All Students CWD CWOD EL Male Female All Students CWD CWOD	49% 24% 52% 29% 47% 47% 21% 50%	56% 26% 60% 24% 54% 55% 23% 55%	57% 28% 61% 12% 53% 62% 55% 24% 58%	45% 0% 54% - 38% 52% 35% * 42%	53% 32% 55% 14% 49% 57% 52% 30% 54%	61% 27% 65% * 56% 66% 57% 23% 61%	* - * - * - *	* 84% * 77% 89%	-	69% 25% 73% - 70% 68%	44% 21% 48% 13% 40% 48% 42% 17% 46%	71% 43% 72% * 67% 74%	28% 28% - 26% 31% 24%	61% - 61% 13% 57% 64% 58%	* 13% 12% 19% 0% 12% * 13%	26% 57% 19% 53% - 48% 20% 53%	62% 31% 64% 0% - 62% 61% 32% 63%	* - * * - *	- 38% * *	- 22% - *	
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All Grades All Subjects	ent at Med S All Students CWD CWOD EL Male Female All Students CWD CWOD	49% 49% 52% 29% 47% 52% 47% 50% 21% 50% 23% 43%	56% 26% 60% 24% 54% 55% 23% 55%	57% 28% 61% 12% 53% 62% 55% 24% 58%	45% 0% 54% - 38% 52% 35% * 42%	53% 32% 55% 14% 49% 57% 52% 30% 54%	61% 27% 65% * 56% 66% 57% 23% 61%	* * - * - * * - * - * * - * - * * - * - * * - * - * * - *	* 84% * 77% 89% 76% *	-	69% 25% 73% - 70% 68% 64% * 70%	44% 21% 48% 13% 40% 48% 42% 17% 46%	71% 43% 72% * 67% 74% 67% 38%	28% 28% - 26% 31% 24%	61% - 61% 13% 57% 64% 58%	* 13% 12% 19% 0% 12% * 13% 12%	26% 57% 19% 53% - 48% 20% 53% 20%	62% 31% 64% 0% - 62% 61% 32% 63%	* - * * - * * - * * * * * * * * * * * *	- 38% * *	- 22% - *	
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All Grades All Subjects Reading Mathematic Science	ent at Med S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female CS All Students CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female CWD CWOD EL Male Female	49% 24% 52% 47% 52% 47% 51% 50% 51% 51% 51% 51% 51% 53% 53% 53% 53% 53% 53%	56% 26% 60% 24% 54% 58% 55% 23% 59% 55% 28% 56% 61% 61% 61% 61% 65% 63% 65% 63% 65% 64% 65% 65% 65% 65% 65% 65% 65% 65% 65% 65	57% 28% 61% 55% 24% 55% 24% 55% 62% 61% 62% 55% 64% 62% 58% 66% 54% 58% 54% Level 30% 7% 32%	Above 45% 0% 54% - 38% 52% 35% * 42% 33% 36% 61% * 74% - 50% 73% 30% * 38% - 20% 40%	53% 32% 55% 14% 49% 57% 52% 30% 54% 59% 56% 35% 58% 58% 58% 48% 49% 49% 48% 47%	61% 27% 65% * 56% 66% 57% 23% 61% * * 51% 64% 66% 30% 71% * * 60% 72% 59% 27% 63% * \$8% 59%	-	* 84% * 77% 89% 76% * 79% 63% 100% 88% * 88% * 75% * 86% 71% * 55%		69% 25% 73% - 70% 68% 64% * 70% - 67% 62% 76% * 80% 67% 67% 67% 34%	44% 21% 48% 40% 48% 42% 17% 46% 51% 38% 46% 51% 38% 41% 17% 55% 41%	71% 43% 72% * 67% 74% 67% 38% 69% * * 60% 73% 76% 45% 78% * * 72% 79% 67% 47% 69% - 70% 65%	28% 28%	61% - 61% 57% 64% 58% - 58% 63% 65% - 65% 13% 62% 68% 57% - 32%	* 13% 12% 19% 0% * 12% 20% 0% 11% * 13% 11% 17% * * 0%	26% 57% 19% 53% - 48% 20% 48% - 58% 31% 620% 58% - 53% - 53% - 53% 7% 226% 7% 29%	62% 31% 64% 0% - 62% 61% 32% 63% 0% - 61% 66% 324% 68% - 54% 54% 33% 74% 35%	* - * * - * *	38% * * 50% * * * * * * * * * * * * * * *	- 22% - 14%	
All Grades All Subjects Reading Mathematic Science	ent at Medical Students CWD CWOD EL Male Female CS All Students CWD CWOD EL Male Female CS All Students CWD CWOD EL Male Female CS All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female COWOD EL Male Female Students CWD CWOD EL Male Female COWOD EL Male Female COWOD EL Male Female COWOD EL Male Female	49% 24% 252% 47% 52% 47% 51% 51% 51% 51% 55% 55% 53% 55% 55% 88% 25% 88% 25% 22%	56% 26% 60% 24% 54% 58% 55% 23% 59% 55% 28% 56% 61% 31% 65% 23% 65% 65% 61% 31% 65% 65% 65% 65% 66% 61% 88%	57% 28% 61% 55% 55% 55% 24% 58% 61% 62% 58% 61% 62% 58% 66% 54% 58% 54% 58% 54% 57% 53% 54% Level 30% 7%	Above 45% 0% 54% - 38% 52% 35% * 42% - 33% 36% 61% * 74% - 50% 73% 30% * * 40% 18% 0% 22%	53% 32% 55% 14% 49% 57% 52% 30% 54% 53% 59% 45% 59% 48% 32% 49% 14% 48% 47% 23% 8%	61% 27% 65% * 56% 66% 57% 23% 61% * 51% 64% 66% 30% 71% * 60% 72% 59% 27% 63% 59% 36% 79%		* 84% * 77% 89% 76% * * 79% 63% 100% 88% * * 88% 75% * * 71% * * 55% * 58%		69% 25% 73% - 70% 68% 64% * * * * * * * * * * * * * * * * * *	44% 21% 48% 40% 48% 42% 17% 46% 51% 38% 46% 51% 38% 11% 35% 41%	71% 43% 72% 67% 74% 67% 69% 60% 73% 76% 45% 79% 67% 47% 69% -70% 65%	28% 28% - 26% 31% 24% - 24% - 32% 32% 32% - 32% - 32% - 38% - 28% 28% - 7% - 7% - 7% - 7% -	61% - 61% 13% 57% 64% 58% - 58% 13% 63% 65% 57% 13% 58% 56%	* 13% 12% 19% 0% 12% * 13% 12% 20% 0% 11% * 13% 11% 17% * * 0% *	26% 57% 19% 53% - 48% 20% 48% - 58% 31% 62% 20% 58% - 53% 28% 53% - 26% 7%	62% 31% 64% 0% 62% 61% 32% 63% 0% - 61% 66% 32% 66% - 54% 33% 7%	* -* - * *	- 38% * 50% * * * * * * * * * * * * *	- 22% - 14%	

											or		Non									
					Afr			Amer				Econ	Econ								Foster	
		State	District	Campus	Amer	Hispanio	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Reading	All Students	20%	24%	30%	17%	24%	35%	*	52%	-	36%	17%	42%	4%	33%	0%	24%	35%	*	*	*	39%
	CWD	7%	6%	4%	*	3%	6%	-	*	-	*	2%	10%	4%	-	*	3%	7%	-	-	-	-
	CWOD	22%	26%	33%	21%	26%	38%	*	54%	-	40%	19%	44%	-	33%	0%	28%	37%	*	*	*	39%
	EL	8%	7%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male	17%	22%	24%	17%	19%	28%	*	38%	-	58%	16%	34%	3%	28%	0%	24%	-	-	*	*	29%
	Female	23%	26%	35%	18%	29%	42%	-	78%	-	24%	18%	50%	7%	37%	0%	-	35%	*	*	*	52%
Mathematics	All Students	26%	29%	32%	22%	23%	39%	*	64%	-	39%	19%	44%	9%	34%	0%	28%	36%	*	*	*	37%
	CWD	11%	9%	9%	*	14%	4%	-	*	-	*	8%	10%	9%	-	*	9%	7%	-	-	-	-
	CWOD	28%	32%	34%	26%	24%	43%	*	67%	-	40%	21%	46%	-	34%	0%	31%	38%	*	*	*	37%
	EL	16%	9%	0%	-	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	*
	Male	25%	28%	28%	0%	21%	34%	*	56%	-	33%	18%	38%	9%	31%	0%	28%	-	-	*	*	32%
	Female	26%	30%	36%	45%	26%	44%	-	78%	-	43%	21%	50%	7%	38%	0%	-	36%	*	*	*	43%
Science	All Students	24%	27%	26%	10%	21%	31%	-	38%	-	24%	13%	37%	8%	28%	0%	27%	25%	-	*	*	33%
	CWD	8%	8%	8%	*	5%	12%	-	*	-	*	6%	12%	8%	-	*	9%	6%	-	-	-	-
	CWOD	26%	29%	28%	13%	22%	34%	-	43%	-	26%	14%	39%	-	28%	0%	30%	26%	-	*	*	33%
	EL	7%	3%	0%	-	0%	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-	-	-	*
	Male	25%	28%	27%	0%	22%	32%	-	29%	-	33%	14%	38%	9%	30%	0%	27%	-	-	-	-	33%
	Female	23%	25%	25%	20%	20%	30%	-	*	-	20%	11%	37%	6%	26%	*	-	25%	-	*	*	33%

Two

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	74	48	73	75	*	77	-	79	68	61	87
CWD	61	*	55	62	-	*	-	*	58	61	*
CWOD	75	42	75	77	*	76	-	80	69	-	86
EL	87	-	85	*	-	*	-	-	85	*	87
Male	73	58	71	74	*	77	-	90	69	63	78
Female	75	35	75	77	_	79	-	74	67	56	100
Mathematics											
All Students	74	64	70	78	*	83	-	95	69	53	60
CWD	53	*	53	50	_	*	-	*	53	53	*
CWOD	77	67	71	81	*	83	-	94	71	-	64
EL	60	_	69	*	_	*	-	-	65	*	60
Male	69	58	67	70	*	79	-	86	64	47	50
Female	80	70	73	85	_	93	-	100	73	66	75

Part (iii)(II): Graduation Rate

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

								or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disady	CWD	EL^	Homeless	Foster Care
Federal Graduation R						7.0.0							
4-year Longitudinal C	ohort Graduatio	n Rate (Gr	9-12): Clas	ss of 201	8								
All Students	=	=	=	-	-	-	-	-	-	-	-	-	-
CWD	=	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	_	_	_	_	_	_	_	-

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

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

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

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

English Language Proficiency Assessment System) data.

(EL: English learner)

Total EL in Class Proficiency of EL Rate of Proficiency

- '^' 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 Achi			ı Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	57	47	53	61	*	76	-	65	46	28	16
School Quality (College, Career	r, and Militar	y Readines	ss Performa	nce)							
%Students meeting CCMR	-	-	-	_	-	-	-	-	-	-	_

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

Target Met

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	N				Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ	N				Υ	Υ	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N				N	N	Ν	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	N				N	N	N	Ν
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ		Υ	Υ				Υ	Υ	Υ	Ν
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	Υ				Υ	Υ	Ν	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Υ		N	N				Υ	N	Ν	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N				Y	N	N	N
English Learner Language Prof	iciency Statu	ıs									
Interim Goals (2018-2022)											36%
Target Met											000/
Interim Goals (2023-2027)											38%
Target Met											40%
Interim Goals (2028-2032)											40%
Target Met											40%
Long-Term Goals											40%
Target Met											
Federal Graduation Status [^]											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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

ΑII African American Pacific Two or More Econ Students American Hispanic White Indian Asian Islander Races Disadv **CWD** EL+

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

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian		Pacific Islander		Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ate	·		•													Ū
All Subjects	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	100%	98%	100%	_	*	_	100%	100%	97%	99%	_	*	100%	97%	_
	CWOD	100%	100%	100%	100%	*	100%	_	100%	100%	100%	-	100%	100%		100%	*
	EL	100%	-	100%	*	_	*	_	-	100%	*	*	100%	100%		100%	_
	Male	100%	100%	100%	100%	*	100%	_	100%	100%	100%	100%	100%	100%		10070	_
	Female	100%	100%	100%	100%	_	100%	-	100%	100%	100%	97%	100%	100%	-	100%	*
D !!						*											*
Reading	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	
	CWD	99%	*	97%	100%	-	*	-	*	100%	97%	99%	-	*	100%	97%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	97%	100%	100%	-	100%	*
Mathematics	All Students	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%	100%	*
	CWD	99%	*	97%	100%	_	*	_	*	100%	97%	99%		*	100%	97%	
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99 /0	100%	100%		100%	*
					*		*		100 /6		*	*					
	EL	100%	4000/	100%		*		-	4000/	100%			100%	100%		100%	-
	Male	100%	100%	100%	100%		100%	-	100%	100%	100%	100%	100%	100%		4000/	*
	Female	100%	100%	100%	100%	-	100%	-	100%	100%	100%	97%	100%	100%	-	100%	
Science	All Students	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%			100%	-
	CWD	100%	*	100%	100%	-	*	-	*	100%	100%	100%	-	*	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	-	100%	99%	100%	-	100%	100%		100%	-
	EL	100%	-	100%	*	-	*	-	-	100%	-	*	100%	100%	100%	*	-
	Male	100%	100%	99%	100%	-	100%	-	100%	99%	100%	100%	100%	100%	100%	-	-
Non-Participation	Female on Rate	100%	100%	100%	100%	-	*	=	100%	100%	100%	100%	100%	*	-	100%	-
All Subjects	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	0%	2%	0%	_	*	_	0%	0%	3%	1%	_	*	0%	3%	_
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	*
		0%			U /0 *		U /0 *	-	-	0%	*	*	0%	0%	0%	0%	
	EL Mala		- 0%	0%		*	0%	-	0%		0%	0%			0%	U70	-
	Male	0% 0%		0%	0%			-		0%			0%	0%		- 00/	*
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	3%	0%	0%	-	0%	
Reading	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	*	3%	0%	-	*	-	*	0%	3%	1%	-	*	0%	3%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	_	*	_	-	0%	*	*	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	*	0%	_	0%	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	0%	-	0%	-	0%	0%	0%	3%	0%	0%	-	0%	*
Mathematics	All Students	0%	0%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	*
	CWD	1%	*	3%	0%	_	*	_	*	0%	3%	1%	_	*	0%	3%	_
	CWOD	0%	0%	0%	0%	*	0%	_	0%	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	_	*	_	-	0%	*	*	0%	0%	0%	0%	_
	Male	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0% 0%	0%	0%	0%	_	0%	-	0%	0%	0%	3%	0%	0%	U% -	0%	*
	. Giliaio	U /0	5 / 0	J /0	J /0		J 70		J /0	J /0	J 70	J /0	J 70	J /0		J 70	
Science	All Students	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	0%	-	*	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	1%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	*	-	*	-	-	0%	-	*	0%	0%	0%	*	-
	Male	0%	0%	1%	0%	-	0%	-	0%	1%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	*	-	0%	-

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).

Two or Non
African American Pacific More Econ Econ
Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWD CWOD EL Male Female Migrant

- ' 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	Hisnanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie In-School Suspensions	s	otaaonto	74110110411	mopumo	***************************************	1144110	7101411	ioiaiiaoi	rauooo		Diodolinios 004)
·	Male Female Total	82 50 132	2 5 7	38 26 64	38 17 55	0 0 0	2 0 2	0 0 0	2 2 4	5 0 5	
Out-of-School Suspensions	Male Female	11 6	0	7 4	4 2 6	0	0 0 0	0 0 0	0 0 0	0	
Expulsions	Total	17	0	11	0	0	U	U	U	0	
With Educational Services	Male Female Total	27 19 46	0 0 0	14 11 25	11 8 19	0 0 0	0 0 0	0 0 0	2 0 2	2 0 2	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female 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 Total	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	
5	Female Total	2 2	0 0	0 0	2 2	0 0	0 0	0 0	0 0	0 0	
Referrals to Law Enforcement	Male	19	0	11	8	0	0	0	0	0	
	Female Total	23 42	5 5	8 19	8 16	0 0	2 2	0 0	0 0	0 0	
Students With Disabilities In-School Suspensions	Male	24	2	44	4.4	2	0	0	0	2	20
	Female Total	31 15 46	2 0 2	11 8 19	14 5 19	2 0 2	0	0 0 0	2 2 4	2 0 2	11 31
Out-of-School Suspensions											
	Male Female Total	8 6 14	0 0 0	2 4 6	4 2 6	2 0 2	0 0 0	0 0 0	0 0 0	2 0 2	4 4 8
Expulsions With Educational Services	Male	9	0	5	2	2	0	0	0	0	5
	Female Total	6 15	0 0	2 7	2 4	0 2	0 0	0 0	2 2	0 0	5 10
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance	Female Total Male	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0	0 0 0
Policies	Female	0	0	0	0 0	0	0	0	0	0	0
School-Related Arrests	Total Male	0	0	0	0	0	0	0	0	0	0
Defermely to Love Enforcement	Female Total	2 2	0	0	2 2	0	0	0	0	0	0
Referrals to Law Enforcement	Male Female	11 4	0 0	2 2	2 2	5 0	2 0	0 0	0 0	0 0	0 0
All Students Chronic Absenteeism	Total	15	0	4	4	5	2	0	0	0	0
Chilonic Absenteeism	Male Female Total	52 52 104	2 0 2	20 20 40	26 32 58	2 0 2	0 0 0	0 0 0	2 0 2	2 0 2	8 5 8 5 16 10
		104	_	.0	50	-	•	J	-	_	10

										Otaaciita
							Two			with
				Indian or			or		Students	Disabilities
Total	African			Alaska		Pacific	More		with	(Section
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)

Students

	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											
Ğ	Male	-	_	-	-	_	-	_	-	-	_
	Female	-	-	-	-	_	-	_	-	-	-
	Total	-	-	-	-	_	-	_	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	=	-	-	-	_	-	-	-
	Female	-	-	-	-	_	-	_	-	-	-
	Total	-	-	-	-	_	_	_	_	-	-
International Baccalaureate	Male	-	-	-	-	_	_	_	_	-	-
Courses											
	Female	_	_	-	_	-	_	_	_	_	_
	Total	-	-	=	-	-	-	_	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	_	_	_	_	-	-
Programs											
J	Female	-	-	=	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (ix): Teacher Quality Data

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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 5.4	Percent 8.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	10.7	17.3%

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

Blank cell Indicates data are not applicable to this report.

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

Blank cell indicates the student group is 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.

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4 Reading	6,312	2%	6	1%	-	-
Mathematics	6,311	2%	6	1%	-	-
Grade 5 Reading	6,133	1%	7	2%	-	-
Mathematics	6,131	1%	7	2%	-	-
Science	6,133	1%	7	2%	-	-
Grade 6 Reading	6,038	1%	9	2%	-	-
Mathematics	6,036	1%	9	2%	-	-
Grade 7 Reading	5,616	1%	6	1%	6	1%
Mathematics	5,616	2%	6	1%	6	2%
Grade 8 Reading	5,251	1%	11	2%	11	2%
Mathematics	5,254	2%	11	3%	11	3%
Science	5,250	1%	11	2%	11	2%
End of Course English I	5,150	1%	5	1%	-	-
English II	4,680	1%	7	1%	-	-
Algebra I	5,122	1%	6	1%	-	-
Biology	4,954	1%	7	2%	-	-
All Grades All Subjects	101,751	1%	129	2%	45	2%
Reading	45,064	1%	55	1%	17	2%
Mathematics	40,350	1%	49	2%	17	2%
Science	16,337	1%	25	2%	11	2%

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

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

							% At o	r Above		
			% Belo	w Basic	% At or Al	oove Basic	Prof	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

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

			% Belo	w Basic	% At or At	ove Basic		r Above cient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		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
		3 3 3								
	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
	3	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	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
		ggg					•	•	•	•

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%

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

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

There is no data for this campus.

^{&#}x27;*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.