Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: RIVER ROAD H S Campus ID: 188902001 District Name: RIVER ROAD 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 Goals													
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)	
Academic Perfor	mance (At Meets Grade Level	or Above)											
Reading/ELA 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% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	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% 82% 85% 85% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 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%	

[&]quot; 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)

		State	District	Campus	Afr Amer	Hispani	c White	Ame Ind				Econ Disadv	Non Econ Disady	, CWD	CWOD	EL	Male	Female I	Migrant	Homeless	Foste Care	
STAAR Perc		oroac	hes Gr	ade Leve	el or A	Above																
End of Cou		000/	700/	700/		0.40/	700/					070/	700/	000/	700/		740/	740/				
English I	All	66%	72%	72%	•	64%	78%	•	-	-	•	67%	79%	28%	79%	•	71%	74%	-	-	^	•
	Students CWD	27%	28%	28%	*	38%	22%					31%	20%	28%			27%	29%			*	
	CWD		79%	79%	*	71%	84%	*		-	*	74%	84%	2070	- 79%	*	78%	80%	-	-	_	*
	EL	34%	*	*	_	*	-	_	_	_	_	*	-	_	*	*	*	*	_	-	_	_
	Male	60%	71%	71%	*	53%	79%	*	_	_	*	64%	80%	27%	78%	*	71%	_	_	_	*	*
	Female		74%	74%	*	73%	76%	-	-	_	*	71%	78%	29%	80%	*	-	74%	-	-	-	-
English II	All	67%	65%	65%	*	73%	65%	*	-	_	*	58%	73%	30%	72%	40%	57%	74%	_	*	*	-
	Students																					
	CWD	27%	30%	30%	*	*	29%	*	-	-	*	20%	50%	30%	-	-	23%	38%	-	*	*	-
	CWOD	72%	72%	72%	*	76%	71%	*	-	-	*	67%	76%	-	72%	40%	64%	80%	-	-	-	-
	EL	30%	40%	40%	-	40%	-	-	-	-	-	*	*	-	40%	40%	*	*	-	-	-	-
	Male	62%	57%	57%	*	65%	57%	*	-	_	*	51%	63%	23%	64%	*	57%	_	-	-	*	_
	Female		74%	74%	-	81%	73%	_	_	_	*	66%	83%	38%	80%	*	-	74%	_	*	_	_
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Algebra I	All	83%	86%	83%	*	84%	84%	*	-	_	*	79%	89%	50%	90%	*	76%	91%	_	-	_	-
	Students																					
	CWD	52%	50%	50%	-	56%	50%	_	-	_	*	50%	50%	50%	_	_	30%	75%	-	-	-	_
	CWOD		92%	90%	*	96%	89%	*	-	_	*	87%	95%	-	90%	*	86%	95%	_	_	_	_
	EL	73%	*	*	_	*	-	_	-	_	_	*	-	_	*	*	*	*	_	_	_	_
	Male	79%	79%	76%	_	67%	82%	*	_	_	*	70%	83%	30%	86%	*	76%	_	_	_	_	_
	Female		93%	91%	*	95%	88%	_	_	_	_	89%	95%	75%	95%	*	-	91%	_	_	_	_
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	CWD	60%	50%	50%	*	*	50%	*	-	-	-	38%	*	50%	-	-	38%	*	-	-	*	-
	CWOD		93%	93%	*	95%	92%	*	-	_	*	92%	95%	-	93%	*	94%	93%	-	-	-	*
	EL	68%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	84%	86%	86%	*	90%	88%	*	-	-	*	82%	89%	38%	94%	*	86%	-	-	-	*	*
	Female	90%	91%	91%	-	93%	90%	-	-	-	*	86%	100%	*	93%	*	-	91%	-	-	-	-
STAAR Perc	ent at Med	ets G	rade Le	evel or A	bove																	
End of Cou	rse																					
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	CWD	15%	22%	22%	*	25%	22%	-	-	-	-	31%	0%	22%	-	-	18%	29%	-	-	*	-
	CWOD	53%	54%	54%	*	48%	56%	*	-	-	*	49%	59%	-	54%	*	53%	54%	-	-	-	*
	EL	14%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	42%	49%	49%	*	35%	54%	*	-	-	*	41%	58%	18%	53%	*	49%	-	-	-	*	*
	Female	56%	51%	51%	*	50%	52%	-	-	-	*	53%	48%	29%	54%	*	-	51%	-	-	-	-
English II	All	48%	40%	40%	*	48%	38%	*	_	_	*	35%	45%	10%	45%	20%	33%	47%	_	*	*	_
g	Students CWD	16%	10%	10%	*	*	7%	*	_	_	*	7%	17%	10%	-	_	8%	13%	_	*	*	_
	CWOD		45%	45%	*	52%	43%	*	_	_	*	42%	48%	-	45%	20%	38%	52%	_	_	_	_
	EL	11%	20%	20%	-	20%	-	_	_	_	_	*	*	_	20%	20%		*	_	_	_	_
	Male	42%	33%	33%	*	41%	32%	*	_	_	*	27%	40%	8%	38%	*	33%	_	_	_	*	_
	Female		47%	47%	-	56%	43%	-	-	-	*	44%	50%	13%	52%	*	-	47%	-	*	-	-
Algebra I	All Students	59%	51%	41%	*	28%	48%	*	-	-	*	32%	52%	11%	47%	*	37%	45%	-	-	-	-
	CWD	24%	11%	11%	-	11%	13%	-	-	_	*	8%	17%	11%	-	-	0%	25%	-	-	-	-
	CWOD		58%	47%	*	35%	54%	*	_	_	*	38%	58%	-	47%	*	45%	49%	-	-	_	_
	EL	40%	*	*	-	*	-	-	-	_	-	*	-	-	*	*	*	*	-	-	-	-
	Male	53%	45%	37%	-	8%	47%	*	-	-	*	33%	42%	0%	45%	*	37%	-	-	-	-	-
	Female		57%	45%	*	40%	50%	-	-	-	-	30%	65%	25%	49%	*	-	45%	-	-	-	-

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Students		Female	80%	78%	82%	*	85%	81%	-	-	-	*	77%	88%	52%	86%	67%	-	82%	-	*	-	-
CVVD 39% 39% 29% * 42% 27% * * 26% 36% 29% 26% 33% - * * * CVVD 78% 76% 75% * 75% 75% 78% 78% * 60% 71% 80% - 75% 33% 72% 80% * * * * * * * * * * * * * * * *	Reading		73%	71%	69%	*	68%	72%	*	-	-	50%	63%	76%	29%	75%	33%	65%	74%	-	*	*	*
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Students		Female	78%	76%	74%	*	76%	74%	-	-	-	*	68%	81%	33%	80%	40%	-	74%	-	*	-	-
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EL 72% 63% * - - - - - - - - -						-			-	-	-	*				-	-			-	-	-	-
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Male 47% 41% 45% 40% 39% 49% 33% 17% 40% 52% 12% 51% 33% 45% * * *									43%	-	-									-	-	-	*
Female 52% 44% 52% * 53% 52% * 48% 58% 22% 56% 22% - 52% - *		Male	47%	41%	45%		39%	49%	33%	-	-		40%	52%	12%	51%	33%	45%	-	-	-	*	*
		Female	52%	44%	52%	*	53%	52%	-	-	-	*	48%	58%	22%	56%	22%	-	52%	-	*	-	-

Reading											or		Non									
Reading	• "	State	District	Campus	Afr Amer l	Hispanio	c White	Amer Ind				Econ Disadv		CWD	CWOD	EL	Male	Female M	ligrant l	Homeless	Foste Care	
Ü	All	47%	41%	45%	*	46%	46%	*	_	_	33%	41%	50%	16%	50%	22%	42%	49%	_	*	*	*
	Students																					
	CWD	21%	22%	16%	*	25%	14%	*	-	-	*	19%	9%	16%	-	-	13%	20%	-	*	*	-
	CWOD		44%	50%	*	50%	50%	*	-	-	40%	46%	54%	-	50%		47%	53%	-	-	-	*
	EL	23%	16%	22%	-	22%	-	-	-	-	-	25%	*	-	22%	22%	*	20%	-	-	-	-
	Male	43%	39%	42%	*	38%	45%	*	-	-	*	35%		13%	47%	*	42%	-	-	-	*	*
	Female	51%	44%	49%	*	53%	47%	-	-	-	*	48%	49%	20%	53%	20%	-	49%	-	*	-	-
Mathematics		51%	41%	41%	*	28%	48%	*	-	-	*	32%	52%	11%	47%	*	37%	45%	-	-	-	-
	Students																					
	CWD	26%	23%	11%	-	11%	13%	-	-	-	*	8%		11%		-	0%	25%	-	-	-	-
	CWOD		44%	47%	*	35%	54%	*	-	-	*	38%	58%	-	47%	*	45%	49%	-	-	-	-
	EL	37%	20%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	50%	40%	37%	-	8%	47%	*	-	-	*	33%	42%	0%	45%	*	37%	-	-	-	-	-
	Female	51%	42%	45%	*	40%	50%	-	-	-	-	30%	65%	25%	49%	*	-	45%	-	-	-	-
Science	All Students	53%	49%	65%	*	75%	63%	*	-	-	*	61%	69%	25%	70%	*	63%	67%	-	-	*	*
	CWD	25%	26%	25%	*	*	33%	*		_	_	25%	*	25%	_		25%	*			*	
	CWOD		52%	70%	*	85%	66%	*	-	-	*	67%	73%	2570	70%	*	69%	71%	-	_	_	*
	EL	26%	27%	*		*	-	_			_	*	*		*	*	*	*				
	Male	53%	50%	63%	*	80%	60%	*	-	-	*	61%	64%	25%	69%	*	63%	_	-	-	*	*
	Female		48%	67%	_	71%	68%	_	-	-	*	62%	76%	*	71%	*	0370	67%				
TAAR Perce All Grades	ent at Mas	sters (Grade	Level																		
All Subjects	Students	23%	15%	9%	14%	10%	9%	0%	-	-	0%	7%	12%	0%	11%	0%	10%	8%	-	*	*	*
	CWD	8%	5%	0%	*	0%	0%	*	-	-	*	0%	0%	0%	-	-	0%	0%	-	*	*	-
	CWOD	25%	16%	11%	*	13%	11%	0%	-	-	0%	9%	13%	-	11%	0%	12%	10%	-	-	-	*
	EL	11%	4%	0%	-	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-	-	-	-
	Male	22%	14%	10%	20%	7%	11%	0%	-	-	0%	8%	12%	0%	12%	0%	10%	-	-	-	*	*
	Female	24%	15%	8%	*	13%	7%	-	-	-	*	7%	11%	0%	10%	0%	-	8%	-	*	-	-
Reading	All Students	20%	14%	4%	*	8%	3%	*	-	-	0%	3%	6%	0%	5%	0%	4%	5%	-	*	*	*
	CWD	7%	2%	0%	*	0%	0%	*	_	_	*	0%	0%	0%	_	_	0%	0%	_	*	*	_
	CWOD		16%	5%	*	10%	3%	*	_	_	0%	4%	6%	-	5%	0%	5%	6%	_	-	_	*
	EL	8%	5%	0%	-	0%	-	_	_	_	-	0%	*	_	0%	0%	*	0%	_	-	_	_
	Male	17%	11%	4%	*	3%	4%	*	_	_	*	2%	6%	0%	5%	*	4%	-	_	-	*	*
	Female		17%	5%	*	13%	1%	-	-	-	*	5%	6%	0%	6%	0%	-	5%	-	*	-	-
Mathematics	s All Students	26%	15%	12%	*	6%	16%	*	-	-	*	9%	16%	0%	14%	*	9%	15%	-	-	-	-
		110/	8%	0%		0%	00/				*	0%	0%	00/			00/	00/				
	CWD	11%	6% 16%	14%	*	9%	0%	*	-	-	*	11%	18%	0%	14%	-	0% 11%	0% 18%	-	-	-	-
				14%		9%	18%		-	-		1170	10%	-	14%		11%	10%	-	-	-	-
	EL	16%	3%		-	00/	400/	-	-	-	-	70/	400/	-	440/		00/	-	-	-	-	-
		25%	16%	9%	*	0%	13%		-	-	-	7%	13%	0%	11%	*	9%	450/	-	-	-	-
	Male	26%	13%	15%	•	10%	19%	-	-	-	-	11%	20%	0%	18%	•	-	15%	-	-	-	-
	Female																					
Science	Female All Students	24%	17%	20%	*	21%	21%	*	-	-	*	16%	24%	0%	22%	*	27%	11%	-	-	*	*
Science	Female All	24% 8%	5%	0%	*	21%	0%	*	-	-	*	16% 0%	*	0% 0%	_	-	27% 0%	*	-	-	*	*
Science	Female All Students	8%			* *			* *	-	-	*				22% - 22%	* - *		11% * 12%	-	-	*	* - *
Science	Female All Students CWD	8%	5%	0%	*	*	0%	* * *	-	-	* - *	0%	*	0%	_	* - *	0%	*	-	- - - -	* -	* - * -
Science	Female All Students CWD CWOD	8% 26%	5% 18%	0%	* * * *	*	0%	* * * *	-	-	* - * - *	0%	*	0%	_	* * *	0%	*	-	- - - -	* - - *	* - * - *

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	60	*	60	61	*			*	53	32	*
CWD	32	*	*	30		-	-	*	7	32	
CWOD	63	*	61	64	*	_	-	*	60	JZ -	*
EL	*	_	*	-	_	_	_	_	*	_	*
Male	56	*	54	57	*	_	_	*	48	31	*
Female	65	_	65	65	_	_	_	*	58	*	*
Mathematics											
All Students	44	*	44	45	_	-	-	*	39	11	*
CWD	11	_	20	*	_	-	-	-	13	11	-
CWOD	48	*	50	49	-	-	-	*	45	-	*

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL	*	-	*	-	-	-	-	-	*	-	*
Male	38	-	35	40	-	-	-	*	34	10	*
Female	50	*	50	52	-	-	-	-	45	*	*

Part (iii)(II): Graduation Rate

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

	Two or													
	All	African			American		Pacific	More	Econ				Foster	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care	
Federal Graduation Rates														
4-year Longitudinal Cohor	t Graduati	on Rate (G	r 9-12): Cla	ass of 20°	18									
All Students	94.7%	100.0%	94.1%	95.8%	100.0%	-	-	66.7%	93.3%	80.0%	100.0%	66.7%	0.0%	
CWD	80.0%	-	100.0%	72.7%	-	-	-	100.0%	88.9%	80.0%	100.0%	0.0%	-	
CWOD	97.5%	100.0%	92.9%	100.0%	100.0%	-	-	50.0%	94.4%	-	-	80.0%	0.0%	
EL	100.0%	-	100.0%	-	-	-	-	-	100.0%	100.0%	100.0%	-	-	
Male	95.5%	100.0%	100.0%	97.1%	-	-	-	0.0%	95.2%	87.5%	-	0.0%	-	
Female	94.1%	100.0%	90.0%	94.6%	100.0%	-	-	100.0%	91.7%	71.4%	100.0%	80.0%	0.0%	

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
٨	۸	٨

- 'A' Indicates data reporting does not meet for Minimum Size.
- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achie		African American nain Score		White omponen	American Indian t Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	44	38	45	46	22	-	-	27	40	18	29
School Quality (College, Career,	and Military	Readines	s Performa	nce)							
%Students meeting CCMR	61%	*	61%	62%	*	-	-	*	50%	46%	-

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

Part (vi): Goal Meeting Status

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

	All	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	Υ		Υ	N					Υ	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Υ	N					N	Ν	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N	Ν					N	N	

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N		/			N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
English Learner Language Profic	iency Statu	ıs									
Interim Goals (2018-2022) Target Met											36%
Interim Goals (2023-2027)											38%
Target Met											400/
Interim Goals (2028-2032) Target Met											40%
Long-Term Goals											40%
Target Met											
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90% Y	90%	90%	90% N	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	92% Y	9270	9270	92% N	9270	9270	9270	9270	92% Y	9270	9270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met `	Υ			Ν					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ			N					N		

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.

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 (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)

			A 5						Two or		Non						
		Campus	African	Hienanic	White	American Indian		Pacific Islander	More	Econ	Econ	CWD	CWOD	EL	Mala	Female	Migrant
Participation Ra	ite	Campus	American	imspanic	vviiite	maian	Asian	isianiuei	Naces	Disauv	Disauv	OND	OHOD		Maic	i ciliale	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	-	-	100%	100%	100%	99%	100%	100%	100%	100%	-
	CWD	99%	*	100%	97%	*	-	-	*	98%	100%	99%	-	-	98%	100%	-
	CWOD	100%	*	100%	100%	100%	-	-	100%	100%	100%	-	100%		100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-
	Male	100%	100%	100%	99%	100%	-	-	100%	99%	100%	98%	100%	100%	100%	-	-
	Female	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All	100%	*	100%	99%	*	-	-	100%	99%	100%	97%	100%	100%	99%	100%	-
	Students																
	CWD	97%	*	100%	96%	*	-	-	*	96%	100%	97%	-	-	96%	100%	-
	CWOD	100%	*	100%	100%	*	-	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	99%	*	100%	99%	*	-	-	*	99%	100%	96%	100%	*	99%	-	-
	Female	100%	*	100%	100%	=	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics		100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	100%	-
	Students																
	CWD	100%	-	100%	100%	-	-	-	*	100%	100%	100%	-	-	100%		-
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	100%	-	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	-	-
	Female	100%	*	100%	100%	=	-	-	-	100%	100%	100%	100%	*	-	100%	-
Science	All Students	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	100%	-
	CWD	100%	*	*	100%	*	-	-	-	100%	*	100%	-	-	100%	*	-
	CWOD	100%	*	100%	100%	*	-	-	*	100%	100%	-	100%	*	100%	100%	-
	EL	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-
	Male	100%	*	100%	100%	*	-	-	*	100%	100%	100%	100%	*	100%	=	-
	Female	100%	-	100%	100%	-	-	-	*	100%	100%	*	100%	*	-	100%	-
Non-Participation	on Rate																

								D	Two or		Non						
		C	African	Hisasais		Americar	-	Pacific	More	Econ	Econ	CWD	CWOD	EL	Mala	Famala.	Minusus
All Cubicata	A.II	0%	American 0%	0%	0%	Indian 0%	Asian	Islander	0%	0%	Disadv 0%	1%	0%	0%	0%	0%	Migrant
All Subjects	All Students	U%	0%	0%	0%	0%	-	-	0%	0%	0%	1 %	U%	0%	0%	U%	-
	CWD	1%	*	0%	3%	*			*	2%	0%	1%	_		2%	0%	
	CWD	0%	*	0%	0%	0%	-	-	0%	0%	0%	1 /0	0%	0%	0%	0%	-
	EL	0% 0%	_	0%			-	-	-	0%	U70 *	-	0%	0%	0%	0%	-
	Male	0%	0%	0%	- 1%	0%	-	-	0%	1%	0%	2%	0%	0%	0%	-	-
	Female	0% 0%	U70 *	0%	0%		-	-	U 70 *	0%	0%	0%	0%	0%		0%	-
	remale	U%		0%	U%	=	-	-		0%	0%	U%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%	1%	*	-	-	0%	1%	0%	3%	0%	0%	1%	0%	-
	CWD	3%	*	0%	4%	*	_	_	*	4%	0%	3%	_	_	4%	0%	_
	CWOD	0%	*	0%	0%	*	_	_	0%	0%	0%	-	0%	0%	0%	0%	_
	EL	0%	_	0%	-	_	_	_	-	0%	*	_	0%	0%	*	0%	_
	Male	1%	*	0%	1%	*	_	_	*	1%	0%	4%	0%	*	1%	_	_
	Female	0%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	s All	0%	*	0%	0%	*	_	_	*	0%	0%	0%	0%	*	0%	0%	_
	Students																
	CWD	0%	-	0%	0%	-	-	_	*	0%	0%	0%	-	-	0%	0%	-
	CWOD	0%	*	0%	0%	*	-	_	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	-	*	_	-	-	_	-	*	-	-	*	*	*	*	-
	Male	0%	_	0%	0%	*	-	_	*	0%	0%	0%	0%	*	0%	_	-
	Female	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	-
Science	All	0%	*	0%	0%	*	_	_	*	0%	0%	0%	0%	*	0%	0%	_
	Students																
	CWD	0%	*	*	0%	*	-	-	_	0%	*	0%	_	_	0%	*	-
	CWOD	0%	*	0%	0%	*	-	-	*	0%	0%	-	0%	*	0%	0%	-
	EL	*	_	*	-	-	-	_	-	*	*	_	*	*	*	*	_
	Male	0%	*	0%	0%	*	-	_	*	0%	0%	0%	0%	*	0%	-	_
	Female	0%	-	0%	0%	-	-	-	*	0%	0%	*	0%	*	-	0%	_

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

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	es										
In-School Suspensions											
	Male	44	2	5	35	2	0	0	0	2	
	Female	16	0	5	11	0	0	0	0	0	
	Total	60	2	10	46	2	0	0	0	2	
Out-of-School Suspensions											
	Male	19	0	2	13	2	0	0	2	2	
	Female	7	0	5	2	0	0	0	0	0	
	Total	26	0	7	15	2	0	0	2	2	
Expulsions											
With Educational Services	Male	11	0	2	5	2	0	0	2	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	13	0	2	7	2	0	0	2	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	2	0	0	2	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	0	2	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	2	0	0	2	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	0	2	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	19	0	8	11	0	0	0	0	0	11

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

			African American		White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	7	0	2	5	0	0	0	0	0		2
	Total	26	0	10	16	0	0	0	0	0		13
Out-of-School Suspensions												
	Male	6	0	2	4	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		2
	Total	6	0	2	4	0	0	0	0	0		4
Expulsions												
With Educational Services	Male	4	0	2	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	2	2	0	0	0	0	0		2
Without Educational Services	Male	7	0	2	5	0	0	0	0	0		2
	Female	2	0	0	2	0	0	0	0	0		2
	Total	9	Ö	2	7	Ö	Ö	Ö	Ö	Ö		4
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	Ö	0	Ö	Ö	Ö	0	0	Ö		0
School-Related Arrests		-						-	•			· ·
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcemen												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	100	2	23	71	2	0	0	2	2	14	11
	Female	92	0	17	71	2	0	0	2	0	8	5
	Total	192	2	40	142	4	0	0	4	2	22	16

	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
Male	-	_	_	_	_	_	_	_	_	_
Female	-	-	_	-	-	_	_	-	-	-
Total	-	-	_	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-
Total	-	-	-	-	-	-	-	-	-	-
	Total Male Female Total Male Female	students Male - Female - Total - Female - Total - Male - Female - Female - Female -	Male - - Female - - Total - - Male - - Female - - Total - - Male - - Female - - Female - -	Male - - - Female - - - Total - - - Male - - - Female - - - Total - - - Male - - - Female - - - Female - - -	Male -	Total studentsAfrican AmericanHispanicWhiteAlaska NativeMaleFemaleTotalMaleFemaleTotalMaleFemaleFemale	Total studentsAfrican AmericanHispanicWhiteAlaska NativeAsianMaleFemaleTotalMaleFemaleTotalMaleFemale	Total students African students American Hispanic White Native Asian Islander Male	Male Female	Total students African American Hispanic White Native Asian Pacific More Islander Races EL Male Female Total Total Total Total Total Male Female Total Tot

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More	EL	Students with Disabilities
Dual Enrollment/Dual Credit	Male	25	American	•-	20	Native	ASIAII	Sianuer	races	EL O	Disabilities
Programs	iviale	23	U	5	20	U	U	U	U	U	U
-	Female	44	0	5	35	2	0	0	2	0	0
	Total	69	0	10	55	2	0	0	2	0	0

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

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

Part (ix): Teacher Quality Data

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 7.1	Percent 18.7%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	10.5	29.2%

^{&#}x27;-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	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%	*	2%	-	-
Mathematics	5,880	1%	*	2%	-	-
Grade 4 Reading	6,312	2%	*	1%	-	-
Mathematics	6,311	2%	*	1%	-	-
Grade 5 Reading	6,133	1%	*	3%	-	-
Mathematics	6,131	1%	*	3%	-	-
Science	6,133	1%	*	3%	-	-
Grade 6 Reading	6,038	1%	*	3%	-	-
Mathematics	6,036	1%	*	3%	-	-
Grade 7 Reading	5,616	1%	-	-	-	-
Mathematics	5,616	2%	-	-	-	-
Grade 8 Reading	5,251	1%	-	-	-	-
Mathematics	5,254	2%	-	-	-	-
Science	5,250	1%	-	-	-	-
End of Course						

End of Course

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
English I	5,150	1%	*	1%	*	1%
English II	4,680	1%	*	1%	*	1%
Algebra I	5,122	1%	*	1%	*	1%
Biology	4,954	1%	*	1%	*	1%
All Grades						
All Subjects	101,751	1%	25	1%	*	1%
Reading	45,064	1%	11	1%	*	1%
Mathematics	40,350	1%	10	1%	*	1%
Science	16,337	1%	*	1%	*	1%

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or At	ove Basic		· Above	% At A	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
Olado I	rtouding	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	2 5	4
		Two or More Races	26	28	74 50	72 53	38	40 21	6	11
		Econ Disadv	50	47	50		19		3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
	-	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	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

^{&#}x27;_'

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

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

^{&#}x27;*' Indicates reporting standards not met.

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

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

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

	All African			American			Pacific Two or More		Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	44%	*	55%	42%	*	_	-	*	38%	*	-

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

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