# **Texas Education Agency**

### 2018-19 Federal Report Card for Texas Public Schools

Campus Name: COVINGTON MIDDLE Campus ID: 227901057 **District Name: AUSTIN 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);

		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	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	44% 44% 52% 62% 72% 46% 46% 54% 63%	32% 32% 42% 54% 66% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59%	60% 60% 66% 73% 80% 59% 65% 73%	43% 43% 51% 62% 72% 45% 45% 53% 63%	74% 74% 78% 82% 87% 82% 82% 85% 88%	45% 45% 53% 63% 73% 50% 50% 57% 66%	56% 56% 62% 70% 78% 54% 61% 69%	33% 43% 55% 67% 36% 45% 57%	19% 19% 31% 45% 60% 23% 23% 34% 48%	29% 29% 39% 52% 65% 40% 40% 49%			
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	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 <sup>A</sup> 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;

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

					Afr			Amer			Two or More										Foste	
		State	District	Campus	s Amer	Hispanio	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	) EL	Male	Female	Migran	t Homeless	Care	Military
STAAR Perc Grade 6	ent at App	proac	hes G	rade Le	vel or	Above																
Reading	All Students	67%	64%	60%	38%	51%	82%	*	*	-	57%	42%	82%	26%	68%	21%	58%	61%	-	20%	-	-
	CWD	33%	29%	26%	0%	25%	40%	_	*	-	*	20%	43%	26%	_	0%	30%	19%	-	*	_	-
	CWOD		70%	68%	53%	58%	90%	*	*	-	67%	50%	88%	-	68%		67%	69%	-	*	-	-
	EL	42%	30%	21%	-	18%	*	-	*	-	-	11%	63%	0%	25%		21%	21%	-	*	-	-
	Male	62%	61%	58%	33%	50%	77%	-	*	-	*	32%	86%	30%	67%	21%	58%	-	-	*	-	-
	Female	71%	68%	61%	40%	51%	87%	*	*	-	*	51%	78%	19%	69%	21%	-	61%	-	*	-	-
Mathematic	Students	80%	74%	69%	43%	64%	85%	*	*	-	86%	56%	88%	38%	78%		69%	70%	-	40%	-	-
	CWD	50%	41%	38%	0%	41%	44%	-	*	-	*	27%	67%	38%	-		47%	23%	-	*	-	-
	CWOD		80%	78%	60%	70%	94%	*	*	-	83%	66%	91%		78%		76%	79%	-	*	-	-
	EL	67%	52%	42%	-	38%	*	-	*	-	-	37%	63%	14%	47%		47%	38%	-	*	-	-
	Male	78%	73%	69%	33%	65%	80%	-	*	-	*	50%	90%	47%	76%		69%	-	-	*	-	-
	Female	81%	76%	70%	47%	63%	90%	*	*	-	*	60%	85%	23%	79%	38%	-	70%	-	*	-	-
Grade 7 Reading	All	74%	71%	74%	73%	68%	83%	*	*	*	89%	64%	88%	40%	82%	51%	72%	76%	_	*	_	_
_	Students																					
	CWD	37%	37%	40%	*	38%	44%	-	-	-	*	38%	46%	40%	-		30%	50%	-	*	-	-
	CWOD		76%	82%	75%	76%	89%	*	*	*	100%	71%	94%	-	82%		81%	82%	-	-	-	-
	EL	49%	45%	51%		54%	*	-	*	-	-	43%	100%		57%		40%	61%	-	-	-	-
	Male	70%	67%	72%	80%	65%	84%	*	*	-	*	56%	91%	30%	81%		72%		-	*	-	-
	Female	79%	75%	76%	67%	71%	81%	-	-	*	100%	71%	84%	50%	82%	61%	-	76%	-	-	-	-
Mathematic		73%	58%	67%	75%	61%	79%	*	*	-	80%	64%	73%	40%	75%	51%	70%	64%	-	*	-	-
	Students		. =		*												=00/					
	CWD	43%	35%	40%		48%	0%	-	-	-	*	41%	36%	40%			50%	32%	-	*	-	-
	CWOD		63%	75%	80%	65%	97%	*	*	-	*	72%	82%	-	75%		75%	75%	-	-	-	-
	EL.	57%	41%	51%	*	54%		-	*	-	-	46%	83%	13%	61%		50%	52%	-	-	-	-
	Male	72%	56%	70%		65%	81%	*	*	-	*	65%	79%	50%	75%		70%	- 0.40/	-	*	-	-
	Female	75%	59%	64%	60%	58%	77%	-	-	-	Î	63%	68%	32%	75%	52%	-	64%	-	-	-	-
Grade 8																						
Reading	All Students	84%	81%	81%	65%	77%	93%	-	*	*	*	77%	88%	45%	89%		77%	84%	-	*	*	*
	CWD	47%	45%	45%	*	36%	88%	-	-	-	*	45%	45%	45%	-		48%	40%	-	*	*	-
	CWOD		87%	89%	67%	90%	94%	-	*	*	*	86%	97%		89%		87%	91%	-	-	*	*
	EL	62%	51%	54%	*	55%	-	-	*	-	*	56%	40%	25%	68%		52%	57%	-	-	*	-
	Male	81%	78%	77%	64%	73%	92%	-	*	*	*	74%	84%	48%	87%		77%	- 0.40/	-	*	*	*
	Female	88%	85%	84%	67%	81%	94%	-	•	-	Î	80%	92%	40%	91%	57%	-	84%	-	-	^	-
Mathematic	cs All Students	87%	83%	86%	94%	80%	95%	-	*	*	100%	81%	95%	61%	92%	72%	82%	90%	-	*	*	*
	CWD	58%	57%	61%	*	52%	88%	-	-	-	*	58%	73%	61%	-		57%	71%	-	*	*	-
	CWOD		87%	92%	93%	89%	96%	-	*	*	*	88%	98%		92%		91%	93%	-	-	*	*
	EL	77%	66%	72%	*	70%		-	*	-	-	72%	*	58%	79%		71%	75%	-	-	*	-
	Male	84%	81%	82%	100%	73%	94%	-	*	-	*	76%	93%	57%	91%		82%		-	*	*	*
	Female	89%	85%	90%	80%	87%	97%	-	-	*	*	87%	97%	71%	93%	75%	-	90%	-	-	*	-
Science	All Students	79%	76%	76%	63%	71%	91%	-	*	*	*	72%	85%	41%	85%	59%	70%	83%	-	*	*	*
	CWD	46%	45%	41%	*	32%	75%	-	-	-	-	39%	45%	41%	-	25%	41%	40%	-	*	*	-
	CWOD		80%	85%	64%	83%	94%	-	*	*	*	81%	93%	-	85%	76%	80%	89%	-	-	*	*
	EL	55%	45%	59%	*	61%	-	-	*	-	-	59%	60%	25%	76%		52%	71%	-	-	*	-
	Male	78%	74%	70%	55%	66%	85%	-	*	*	*	68%	75%	41%	80%	52%	70%	-	-	*	*	*

Two or Non Pac Afr More Econ Foster Amer Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military 40% 89% 71% Female 81% 78% 83% 77% 94% End of Course Algebra I 83% 88% 95% 90% 100% 93% 97% 95% 92% 97% Students CWD 52% 59% **CWOD 87%** 92% 95% 90% 100% 93% 97% 95% 92% 97% FΙ 73% 78% Male 79% 92% 80% 100% 92% 92% 92% 92% Female 88% 97% 95% 100% 94% 100% 97% 97% STAAR Percent at Meets Grade Level or Above Grade 6 40% 33% 14% 24% 52% 29% 19% 50% 11% 38% 9% 28% 20% Reading ΑII 36% Students CWD 19% 17% 11% 0% 13% 13% 5% 29% 0% 12% 10% **CWOD 38%** 44% 38% 20% 28% 60% 33% 25% 54% 38% 11% 34% 42% **0%** FΙ 14% 9% 9% 5% 3% 38% 11% 9% 5% 13% 0% 44% 37% 5% Male 33% 28% 21% 12% 46% 12% 34% 28% 37% 20% 27% 42% Female 40% 43% 37% 62% 25% 56% 10% 13% 10% 17% 45% 40% Mathematics All 46% 41% 25% 14% 14% 13% 29% 9% 27% 24% 0% Students CWD 23% 18% 13% 0% 9% 27% 25% 7% 13% 0% 18% 5% CWOD 48% 46% 29% 13% 20% 50% 17% 16% 42% 29% 11% 30% 28% EL 27% 16% 9% 8% 9% 13% 0% 11% 9% 5% 13% 0% 45% 41% 27% 17% 50% 10% 46% 18% 30% 5% Female 46% 42% 13% 40% 28% 24% 24% 18% 35% 5% 13% Grade 7 All 49% 42% 55% 33% 59% 44% 32% 26% 46% 14% 41% 44% Reading 48% 57% Students CWD 21% 24% 26% 24% 22% 17% 46% 26% 0% 25% 27% CWOD 51% 53% 46% 50% 35% 65% 50% 36% 59% 46% 17% 44% 48% 19% 19% 14% 15% 8% 50% 0% 17% 14% 20% 9% 44% 46% 41% 40% 59% 27% 57% 25% 44% Male 33% 20% 41% Female 52% 52% 44% 67% 32% 59% 60% 35% 58% 27% 48% 44% 9% Mathematics 28% 30% 63% 24% 34% 60% 27% 34% 25% 15% 29% 30% Students CWD 22% 20% 25% 28% 0% 28% 18% 25% 0% 28% 23% CWOD 44% 30% 31% 60% 23% 42% 27% 38% 31% 18% 30% 32% 0% FΙ 22% 13% 15% 15% 14% 17% 18% 15% 11% 17% 25% 27% 28% 41% 29% 29% 26% 32% 30% 11% 29% Male Female 42% 30% 60% 41% 27% 36% 17% 30% 22% Grade 8 Reading ΑII 53% 57% 47% 35% 39% 65% 40% 61% 18% 54% 14% 42% 51% Students 27% 27% 26% 18% 9% 63% 15% 0% CWD 22% 18% 14% CWOD 57% 62% 40% 54% 20% 52% 54% 48% 65% 47% 67% 55% 14% 0% 13% 20% 20% 19% 19% 9% 14% 9% EL 21% Male 54% 42% 36% 54% 14% 52% 9% 49% 36% 42% 41% 42% Female 58% 51% 33% 41% 74% 38% 78% 55% 50% 44% 75% 80% 70% Mathematics All 55% 56% 47% 25% 63% 25% 52% 58% Students CWD 27% 28% 25% 15% 63% 21% 36% 25% 8% 23% 29% **CWOD** 59% 60% 63% 50% 53% 77% 55% 75% 63% 33% 62% 63% 36% 27% 25% 18% 22% 8% 33% 25% 29% 17% Male 52% 55% 52% 64% 39% 69% 45% 64% 23% 62% 29% 52% 58% Female 59% 57% 58% 20% 48% 83% 50% 77% 29% 63% 17% 52% Science 40% 13% 29% 71% 29% 65% 20% 45% 14% 36% 45% ΑII 50% Students CWD 23% 26% 20% 10% 63% 16% 27% 20% 0% 11% 33% **CWOD 53%** 14% 45% 55% 45% 35% 32% 72% 20% 44% 46% 73% 13% 0% 20% 17% 14% 9% 20% 20% 14% 13% 14% FΙ 51% 36% 18% 28% 62% 30% 11% 44% 13% 36% Male 50% 50% 45% Female 50% 45% 0% 31% 80% 28% 78% End of Course 64% Algebra I 59% 69% 72% 63% 90% 72% 72% 71% 78% Students 24% 32% CWD CWOD 63% 71% 63% 89% 72% 70% 71% 63% 77% 75% EL 40% 47% Male 53% 66% 64% 50% 100% 54% 75% 63% 70% 88% 78% Female 65% 70% STAAR Percent at Masters Grade Level Grade 6 13% 10% 7% 23% 14% 7% 20% 2% 15% 2% 7% 18% 20% Reading ΑII Students CWD 6% 6% 2% 0% 3% 0% 3% 0% 0% 3% 0% 18% 23% 15% 13% 8% 28% 8% 23% 15% 3% 9% 21% **CWOD** 17% 4% 3% 13% 0% 2% 0%

12912020										2010-	-19 FEG	uciai N	eport	Caru								
	N.4 - 1					Hispanic		Amer Ind		Pac Isl								Female	Migrant l	Homeless	Foster Care	
	Male Female	14% 20%		7% 18%	0% 13%	1% 12%	19% 28%	*	*	-	*	2% 11%	14% 28%	3% 0%	9% 21%	0% 4%	7% -	- 18%	-	*	-	-
Mathematics	All Students	20%	18%	7%	0%	3%	15%	*	*	-	0%	3%	11%	4%	8%	2%	9%	4%	-	0%	-	-
	CWD CWOD	9%	6% 21%	4% 8%	0% 0%	6% 3%	0% 19%	- *	*	-	* 0%	5% 3%	0% 13%	4%	- 8%	0% 3%		0% 5%	-	*	-	-
	EL	22% 8%	21% 4%	2%	-	3% 0%	19%	-	*	-	-	3% 3%	0%	0%	3%	3% 2%	0%	5% 4%	-	*	-	-
	Male Female	20% 20%		9% 4%	0% 0%	7% 0%	16% 15%	*	*	-	*	4% 2%	15% 7%	6% 0%	11% 5%	0% 4%	9% -	4%	-	*	-	-
Grade 7 Reading	All	29%	32%	24%	18%	15%	42%	*	*	*	33%	16%	35%	12%	27%	2%	23%	25%	_	*	_	_
;	Students CWD	9%	11%	12%	*	10%	11%	_	_	_	*	7%	23%	12%	_	0%	10%	14%	_	*	_	_
	CWOD			27%	13%	16%	47% *	*	*	*	38%	19%	37%	-	27%	3%		28%	-	-	-	-
	EL Male	8% 25%	8% 29%	2% 23%	20%	2% 14%	44%	*	*	-	*	0% 11%	17% 38%	0% 10%	3% 26%	2% 0%	0% 23%	4% -	-	*	-	-
	Female			25%	17%	15%	41%	-	-	*	60%	21%	33%	14%	28%	4%	-	25%	-	-	-	-
Mathematics	All Students	16%	9%	4%	0%	4%	5%	*	*	-	0%	3%	5%	0%	5%	5%	5%	2%	-	*	-	-
	CWD	7% 17%	7% 10%	0% 5%	* 0%	0% 5%	0% 6%	- *	- *	-	*	0% 4%	0% 7%	0%	- 5%	0% 6%		0% 3%	-	*	-	-
	EL	6%	3%	5% 5%	-	5%	*	-	*	-	-	4% 6%	0%	0%	5% 6%	5%	11%	3% 0%	-	-	-	-
	Male Female	16%		5% 2%	* 0%	4% 3%	13% 0%	*	*	-	*	4% 2%	7% 4%	0% 0%	7% 3%	11% 0%	5%	- 2%	-	*	-	-
Grade 8	геннане	10%	070	<b>4</b> 70	U 70	370	U 70	-	-	-		∠70	470	U 70	370	U%	-	∠70	-	-	-	-
Reading	All Students	27%		27%	12%	21%	44%	-	*	*	*	18%	45%	11%	31%		21%	32%	-	*	*	*
	CWD	7% 30%	8% 37%	11% 31%	* 13%	3% 26%	50% 43%	-	*	*	*	6% 22%	27% 48%	11%	- 31%		10% 25%	13% 35%	-	-	*	*
	EL	5%	6%	5%	*	3%	-	-	*	-	-	3%	20%	0%	8%	5%	4%	7%	-	-	*	-
	Male Female	24% 31%	29% 38%	21% 32%	9% 17%	20% 22%	35% 52%	-	*	-	*	20% 17%	25% 62%	10% 13%	25% 35%	4% 7%	21%	32%	-	-	*	-
Mathematics	All Students	17%	19%	15%	6%	11%	21%	-	*	*	40%	9%	26%	5%	18%	0%	13%	17%	-	*	*	*
	CWD	9%	8% 21%	5% 18%	* 7%	6% 13%	0% 25%	-	-	-	*	6% 10%	0% 31%	5% -	100/	0% 0%		0% 20%	-	*	*	-
	EL	6%	4%	0%	1 70 *	0%	25%	-	*	-	-	0%	3170 *	0%	18% 0%	0%	0%	0%	-	-	*	-
	Male	16%		13% 17%	0% 20%	11% 11%	16% 28%	-	*	-	*	9% 9%	20% 35%	7% 0%	16% 20%	0% 0%	13%	- 17%	-	*	*	*
	Female	1770	1970	1770	20%	1170	2070	-	-			970	3370	U 70	20%	070	-	17 70	-	-		-
Science	All Students	25%	28%	14%	0%	9%	30%	-	*	*	*	8%	26%	2%	17%	3%	13%	15%	-	*	*	*
•	CWD	10%		2%	*	0%	13%	-	-	-	-	0%	9%	2%	-	0%		0%	-	*	*	-
	CWOD EL	26% 5%	30% 5%	17% 3%	0% *	11% 0%	33%	-	*	*	*	10% 0%	30% 20%	- 0%	17% 4%	4% 3%		17% 7%	-	-	*	*
	Male	25%	30%	13%	0%	8%	35%	-	*	*	*	9%	22%	4%	16%	0%		-	-	*	*	*
<b>5</b>	Female	24%	26%	15%	0%	10%	27%	-	*	-	*	7%	31%	0%	17%	7%	-	15%	-	-	*	-
End of Cours Algebra I	All	36%	37%	5%	*	10%	0%	-	*	*	*	3%	6%	*	5%	*	4%	6%	-	-	-	-
•	Students CWD	9%	12%	*	_	-	*	-	_	-	-	-	*	*	-	-	*	*	-	-	-	-
	CWOD			5% *	*	10%	0%	-	*	*	*	3%	7% *	-	5%	*	4% *	6% *	-	-	-	-
	EL Male	19% 31%		4%	*	10%	- 0%	-	-	*	*	0%	8%	*	4%	*	4%	-	-	-	-	-
	Female	40%	40%	6%	*	10%	0%	-	*	-	*	6%	5%	*	6%	*	-	6%	-	-	-	-
STAAR Percer All Grades	nt at Ap	proac	ches Gr	rade Lev	el or	Above																
All Subjects	All Students		77%	74%	64%	68%	87%	100%	71%	100%	84%	66%	87%	41%	82%	50%	72%	76%	-	53%	83%	*
	CWD	46%		41%	33%	39%	54%	1000/	*	1000/	29%	37%	52%	41%	-		44%	38%	-	71%	*	-
	CWOD EL	62%	59%	82% 50%	72% *	76% 49%	*	100%	67%	-	92%	75% 46%	92% 70%	26%	57%	50%	49%	83% 51%	-	38%	*	-
	Male Female	74% 80%		72% 76%	67% 61%	65% 70%	85% 90%	*	63% 88%	*	73% 95%	61% 70%	87% 86%	44% 38%		49% 51%	72%	- 76%	-	56% 50%	*	*
Reading	All Students	73%	74%	71%	57%	65%	85%	*	60%	*	75%	61%	86%	36%	79%	41%	68%	73%	-	43%	*	*
·	CWD	39%		36%	27%	33%	55%	-	*	-	*	33%	45%	36%	-		37%	36%	-	*	*	-
	CWOD EL	78% 54%		79% 41%	67% *	74% 41%	91%	*	67% 50%	*	88%	70% 37%	92% 68%	- 19%			78% 39%	80% 44%	-	*	*	-
	Male Female	69%	70%	68% 73%	59% 54%	62% 67%	83% 87%	*	57%	*	60% 90%	55% 67%	88% 84%	37% 36%	78%		68%	73%	-	*	*	*
Mathematics		81%		76%	71%	70%	88%	*	80%	*	90%	69%	88%	46%			75%	77%	-	57%	*	*
	Students								*		*									*	*	
	CWD CWOD	53% 84%		46% 84%	36% 81%	47% 76%	48% 96%	*	* 89%	*	* 94%	41% 77%	62% 92%	46% -	- 84%		52% 82%	39% 84%	-	*	*	*
	EL	72% 79%	68%	55% 75%	* 82%	54%	* 86%	- *	83%	-	- 80%	52% 66%	74% 89%	33% 52%			58% 75%	52%	-	*	*	- *
	Male Female			75% 77%	82% 62%	68% 71%	86% 90%	*	71% *	*	100%	71%	89% 87%	52% 39%		58% 52%		- 77%	-	*	*	-
						-										. •		-				

		C4-4-	Dietwiet		Afr	Hanania	\ <b>A</b> /lo:4.o	Amer		Pac		Econ	Non Econ	CMD	CWOF		Mala	<b>F</b> amal	Minnent		Foste	
Science	All	80%	79%	Campus 76%	63%	71%	91%	ina -	Asian *	Isl *	Kaces *	72%	85%	41%	85%	59%		83%	e Migrant -	Homeless *	care *	Willitary *
	Students CWD	51%	50%	41%	*	32%	75%	_	_	_	_	39%	45%	41%	_	25%	41%	40%	_	*	*	_
	CWOD		83%	85%	64%	83%	94%	-	*	*	*	81%	93%	-	85%		80%	89%	-	-	*	*
	EL	61%	58%	59%	*	61%	-	-	*	-	-	59%	60%	25%	76%		52%	71%	-	-	*	-
	Male Female	79% 81%	78% 80%	70% 83%	55% 80%	66% 76%	85% 97%	-	*	_	*	68% 77%	75% 94%	41% 40%	80% 89%		70%	- 83%	-	-	*	_
	· omaio	0.70	0070	0070	0070	. 0 / 0	0.70						0.70	.070	0070			0070				
STAAD Boroo	nt at Ma	oto G	rada l	oval or /	\ bove																	
STAAR Perce All Grades	nt at we	ยเร ษ	raue L	evel of A	ADOVE	,																
All Subjects	All Students	49%	52%	40%	32%	31%	59%	33%	63%	60%	44%	31%	54%	20%	45%	14%	37%	42%	-	33%	0%	*
	CWD	24%	25%	20%	21%	15%	35%	-	*	-	0%	15%	32%	20%	-		18%	21%	-	57%	*	-
	CWOD EL	52% 29%	57% 28%	45% 14%	34%	36% 11%	64% *	33%	68% 53%	60%	51%	36% 12%	58% 30%	- 2%	45% 18%		43% 14%	46% 15%	-	13%	*	*
	Male	47%	51%	37%	33%	29%	55%	*	56%	*	27%	29%	50%	18%	43%		37%	-	-	44%	*	*
	Female	52%	54%	42%	30%	33%	63%	*	75%	*	62%	33%	59%	21%	46%	15%	-	42%	-	17%	*	-
Reading	All Students	47%	52%	40%	32%	32%	58%	*	60%	*	40%	30%	55%	18%	46%	12%	36%	44%	-	43%	*	*
	CWD	21%	23%	18%	18%	15%	29%	-	*	-	*	12%	34%	18%	-		16%	21%	-	*	*	-
	CWOD EL	50% 23%	56% 24%	46% 12%	36%	37% 10%	63%	*	67% 50%	*	47%	36% 8%	59% 37%	- 0%	46% 16%		43% 11%	48% 13%	-	*	*	*
	Male	43%	48%	36%	27%	30%	51%	*	57%	*	20%	28%	49%	16%	43%		36%	-	-	*	*	*
	Female	51%	55%	44%	35%	33%	65%	*	*	*	60%	33%	63%	21%	48%	13%	-	44%	-	*	*	-
Mathematics	All Students	51%	52%	39%	38%	31%	57%	*	60%	*	45%	32%	51%	21%	44%	17%	39%	40%	-	29%	*	*
	CWD	26%	27%	21%	27%	17%	33%	-	*	-	*	17%	31%	21%	-	4%	23%	19%	-	*	*	-
	CWOD		57%	44%	41%	34%	61% *	*	67%	*	53%	37%	54%	-	44%		43%	45%	-	*	*	*
	EL Male	37% 50%	35% 52%	17% 39%	45%	14% 29%	57%	*	50% 57%	*	30%	15% 30%	26% 51%	4% 23%	21% 43%		16% 39%	18%	-	*	*	*
	Female		52%	40%	31%	32%	57%	*	*	*	60%	35%	50%	19%	45%	18%		40%	-	*	*	-
Science	All Students	53%	55%	40%	13%	29%	71%	-	*	*	*	29%	65%	20%	45%	14%	36%	45%	-	*	*	*
	CWD	25%	27%	20%	*	10%	63%	_	_	_	-	16%	27%	20%	_	0%	11%	33%	_	*	*	_
	CWOD	56%	59%	45%	14%	35%	73%	-	*	*	*	32%	72%	-	45%		44%	46%	-	-	*	*
	EL Male	26% 53%	25% 54%	14% 36%	* 18%	9% 28%	- 62%	-	*	*	- *	13% 30%	20% 50%	0% 11%	20% 44%		13% 36%	14%	-	*	*	*
	Female		55%	45%	0%	31%	80%	-	*	-	*	28%	78%	33%	46%	14%		45%	-	-	*	-
STAAR Perce	nt at Ma	sters	Grade	Level																		
All Grades			2221		201	400/	. = . /							=0/	.=0/					400/		
All Subjects	All Students	23%	26%	14%	6%	10%	25%	17%	29%	20%	16%	9%	23%	5%	17%	3%	13%	16%	-	13%	0%	*
	CWD	8%	9%	5%	4%	4%	8%	-	*	-	0%	4%	8%	5%	-	0%	6%	4%	-	14%	*	-
	CWOD EL	25% 11%	29% 11%	17% 3%	7% *	12% 2%	28%	17%	32% 13%	20%	19%	11% 2%	26% 9%	- 0%	17% 4%	4% 3%	16% 2%	18% 4%	-	13%	*	_
	Male	22%	25%	13%	4%	9%	24%	*	25%	*	5%	9%	20%	6%	16%	2%	13%	-	-	11%	*	*
	Female	24%	27%	16%	9%	10%	26%	*	38%	*	29%	10%	26%	4%	18%	4%	-	16%	-	17%	*	-
Reading	All Students	20%	25%	21%	13%	14%	35%	*	40%	*	25%	14%	32%	8%	24%	3%	17%	24%	-	29%	*	*
	CWD	7%	8%	8%	9%	5%	16%	-	*	-	*	5%	16%	8%	-	0%	7%	9%	-	*	*	-
	CWOD		28%	24%	14%	16%	38%	*	44%	*	29%	16%	34%	-	24%			27%	-	*	*	*
	EL Male	8% 17%	9% 22%	3% 17%	9%	3% 12%	31%	*	17% 29%	*	- 0%	1% 11%	16% 25%	0% 7%	4% 20%	3% 2%	2% 17%	5% -	-	*	*	*
	Female		28%	24%	15%	16%	39%	*	*	*	50%	16%	39%	9%	27%	5%	-	24%	-	*	*	-
Mathematics	All Students	26%	27%	8%	2%	6%	14%	*	20%	*	10%	5%	14%	3%	10%	3%	9%	7%	-	0%	*	*
	CWD	11%	10%	3%	0%	4%	0%	-	*	-	*	4%	0%	3%	-	0%	5%	0%	-	*	*	-
	CWOD		30%	10%	3%	7%	16%	*	22%	*	12%	5%	16%	-	10%	4%	11%	9%	-	*	*	*
	EL Male	16% 25%	15% 28%	3% 9%	0%	3% 8%	14%	*	0% 29%	*	10%	4% 6%	0% 15%	0% 5%	4% 11%	3% 3%	3% 9%	3% -	-	*	*	*
	Female		26%	7%	4%	5%	14%	*	*	*	10%	4%	13%	0%	9%	3%	-	7%	-	*	*	-
Science	All	24%	27%	14%	0%	9%	30%	_	*	*	*	8%	26%	2%	17%	3%	13%	15%	_	*	*	*
	Students				*										,3							
	CWD CWOD	8% 26%	10% 30%	2% 17%	0%	0% 11%	13% 33%	-	*	*	*	0% 10%	9% 30%	2%	- 17%	0% 4%	4% 16%	0% 17%	-	-	*	*
	EL	7%	8%	3%	*	0%	-	-	*	-	-	0%	20%	0%	4%	3%	0%	7%	-	-	*	-
	Male	25%	28%	13% 15%	0%	8% 10%	35%	-	*	*	*	9% 7%	22%	4% 0%	16%		13%	- 15%	-	*	*	*
	Female	23%	26%	15%	0%	10%	27%	-		-		7%	31%	0%	17%	7%	-	15%	-	-		-

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

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

<sup>&#</sup>x27;\_' Indicates zero observations reported for this group.

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			р								
Reading											
All Students	61	55	60	64	*	78	*	58	59	51	61
CWD	51	50	52	48	-	*	-	*	48	51	52
CWOD	64	56	63	67	*	88	*	59	63	-	65
EL	61	*	59	*	-	80	-	-	59	52	61
Male	60	64	59	60	*	83	*	61	58	51	60
Female	63	46	62	68	*	*	*	55	61	51	63
Mathematics											
All Students	60	53	58	64	*	71	*	71	60	54	58
CWD	54	25	59	45	-	*	-	*	55	54	57
CWOD	61	62	57	68	*	83	*	68	62	-	58
EL	58	*	56	*	-	*	-	-	58	57	58
Male	60	65	60	59	*	67	*	61	58	60	59
Female	59	43	56	70	*	*	*	80	62	45	57

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

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

	Two or															
	All Students	Students American Hispanic White Indian Asian Islander Races Disadv CWD EL^ Homeless														
Federal Graduation Rates			-													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Clas	s of 201	8											
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-			
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-			
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-			
EL	-	-	-	-	-	-	-	-	-	-	-	-	-			
Male	-	-	-	-	-	-	_	-	-	-	-	-	-			
Female	_	-	_	-	-	-	-	-	_	_	-	_	_			

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

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
125	10	8%

- 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			n Hispanic e: STAAR Co	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	43	34	36	57	50	54	60	48	35	22	22
School Quality (College, Career	, and Militar	y Readines	ss Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	=	-	-	-

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

יאי Ever EL in grades 9-12

Indicates there are no students in the group.

Part (vi): Goal Meeting Status

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Otadonto	, amorroun	тпоратьо	***********	maian	7101011	ioiaiiaoi	114000	Dioday	01.12	
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Υ	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	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	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	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Υ	N	Ν					N	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Υ	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	Ν					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	N
English Learner Language Profi	ciency Statu	IS									
Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											36% N 38% N 40% N
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

<sup>&#</sup>x27;+' 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)

			46.					D	Two or		Non						
		Campus	African American	Hienanio	White	American Indian		Pacific Islander	More	Econ	Econ	CWD	CWOD	EL	Malo	Fomalo	Migrant
Participation Ra	ate	Campus	American	i i iispailie	vviiite	iliulali	Asiaii	isianuei	Naces	Disauv	Disauv	CWD	CWOD		Wate	Telliale	wiigrant
All Subjects	All Students	100%	97%	100%	100%	100%	100%	100%	98%	99%	100%	99%	100%	100%	100%	99%	-
	CWD	99%	100%	100%	99%	-	*	-	86%	99%	100%	99%	-	100%	99%	99%	-
	CWOD	100%	97%	100%	100%	100%	100%	100%	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	99%	100%	99%	100%	100%	100%	-	-
	Female	99%	95%	100%	100%	*	100%	*	95%	99%	100%	99%	99%	100%	-	99%	-
Reading	All Students	99%	96%	100%	100%	*	100%	*	100%	99%	100%	99%	99%	100%	99%	99%	-
	CWD	99%	100%	100%	97%	-	*	-	*	99%	100%	99%	-	100%	99%	100%	_
	CWOD	99%	95%	100%	100%	*	100%	*	100%	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	100%	99%	*	100%	*	100%	99%	100%	99%	100%	100%	99%	-	-
	Female	99%	93%	100%	100%	*	*	*	100%	99%	100%	100%	99%	100%	-	99%	-

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		Econ	Econ						
N 4 - 4 la 4 i			American I			Indian *		Islander *			Disadv			<b>EL</b>			Migrant
Mathematics	Students	100%	98%	100%	100%		100%		100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	100%	_	*	_	*	100%	100%	100%	_	100%	100%	100%	_
	CWOD	100%	97%	100%	100%	*	100%	*	100%	100%	100%	-	100%	100%		100%	_
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	96%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	99%	100%	99%	100%	-	*	*	*	98%	100%	95%	99%	100%	99%	98%	-
	CWD	95%	*	97%	100%	-	-	_	*	94%	100%	95%	-	100%	96%	93%	-
	CWOD	99%	100%	99%	100%	-	*	*	*	99%	100%	-	99%	100%	100%	99%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	100%	98%	100%	-	*	*	*	99%	100%	96%	100%	100%	99%	-	-
	Female	98%	100%	99%	100%	-	*	-	*	97%	100%	93%	99%	100%	-	98%	-
Non-Participati	on Rate																
All Subjects	All Students	0%	3%	0%	0%	0%	0%	0%	2%	1%	0%	1%	0%	0%	0%	1%	-
	CWD	1%	0%	0%	1%	-	*	-	14%	1%	0%	1%	-	0%	1%	1%	-
	CWOD	0%	3%	0%	0%	0%	0%	0%	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	1%	0%	1%	0%	0%	0%	-	-
	Female	1%	5%	0%	0%	*	0%	*	5%	1%	0%	1%	1%	0%	-	1%	-
Reading	All Students	1%	4%	0%	0%	*	0%	*	0%	1%	0%	1%	1%	0%	1%	1%	-
	CWD	1%	0%	0%	3%	-	*	-	*	1%	0%	1%	-	0%	1%	0%	-
	CWOD	1%	5%	0%	0%	*	0%	*	0%	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	0%	1%	*	0%	*	0%	1%	0%	1%	0%	0%	1%	-	-
	Female	1%	7%	0%	0%	*	*	*	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	Students	0%	2%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	0%	-	*	_	*	0%	0%	0%	-	0%	0%	0%	_
	CWOD	0%	3%	0%	0%	*	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	4%	0%	0%	*	*	*	0%	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	1%	0%	1%	0%	-	*	*	*	2%	0%	5%	1%	0%	1%	2%	-
	CWD	5%	*	3%	0%	-	-	_	*	6%	0%	5%	-	0%	4%	7%	-
	CWOD	1%	0%	1%	0%	-	*	*	*	1%	0%	-	1%	0%	0%	1%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	0%	2%	0%	-	*	*	*	1%	0%	4%	0%	0%	1%	-	-
	Female	2%	0%	1%	0%	-	*	-	*	3%	0%	7%	1%	0%	-	2%	-

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)

Otodova Without Dischilling		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students D	Students with isabilities (Section 504)
Students Without Disabilitie	es											
In-School Suspensions		_	_	_		_	_	_		_		
	Male	7	0	5	0	0	2	0	0	2		
	Female	4	0	2	0	0	0	0	2	2		
	Total	11	0	7	0	0	2	0	2	4		
Out-of-School Suspensions												
	Male	11	0	7	0	0	2	0	2	2		
	Female	9	2	5	2	0	0	0	0	5		
	Total	20	2	12	2	0	2	0	2	7		
Expulsions												
With Educational Services	Male	6	0	2	0	0	2	0	2	2		
	Female	4	0	2	2	0	0	0	0	2		
	Total	10	0	4	2	0	2	0	2	4		

Indicates zero observations reported for this group.

Male			Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities	Students with Disabilities (Section 504)
Female		Male											,
Male	Services	Famala	0	0	0	0	0	0	0	0	0		
Male													
Policies	7			-		-			-		-		
Total							•						
School-Related Arrests													
Male   4		Total	0	0	0	0	0	0	0	0	0		
Female   F	School-Related Arrests												
Referrals to Law Enforcement   Female   Total   A													
Referrals to Law Enforcement Male Pemale 11 2 5 5 0 0 2 0 0 2 0 0 2 0 0 7 7 7 7 1 7 1 1 1 1 1 1 1 1 1 1 1 1				-		-			-		-		
Male   26			4	0	2	0	0	0	0	2	0		
Female   11   2   5   2   0   2   0   0   5   5   5   5   5   5   5   5	Referrals to Law Enforcement	t											
Students With Disabilities   Students With		Male	26	0	17	5	0	2	0	2	0		
Male		Female	11	2	5	2	0	2	0	0	5		
Name		Total	37	2	22	7	0	4	0	2	5		
Female   F													
Female   F	·	Male	5	0	5	0	0	0	0	0	2		2
Out-of-School Suspensions    Male		Female		2		0	0	0	0	0	2		0
Male		Total	9			0	0	0	0	0	4		2
Male	Out-of-School Suspensions												
Female	•	Male	10	4	4	2	0	0	0	0	2		4
Total   16													
Expulsions													
With Educational Services         Male Female         4         2         2         0	Expulsions	rotar	10	Ŭ	Ü	_	Ü	·	Ü	·	Ŭ		Ü
Female   7		Male	4	2	2	Ο	0	Ο	0	Ω	Ω		0
Without Educational         Total Male         8         4         4         0	With Eddodional Colvidos												
Without Educational Services         Male         0 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>													
Services	Without Educational			-		-			-	-	-		-
Total   O			-	•	-		•		•				-
Under Zero Tolerance Policies    Female   0   0   0   0   0   0   0   0   0				-		-			-		-		-
Policies    Female   0   0   0   0   0   0   0   0   0													
School-Related Arrests   Male   2   2   2   0   0   0   0   0   0   0			-		-								-
Male   2   2   0   0   0   0   0   0   0   0													
Male   2   2   0   0   0   0   0   0   0   0		Total	0	0	0	0	0	0	0	0	0		0
Female   7	School-Related Arrests												
Referrals to Law Enforcement		Male	2	2		0	0	0	0	0	0		0
Referrals to Law Enforcement  Male 12 5 5 5 2 0 0 0 0 2 0 2 0 6 6 6 6 6 6 6 6 6 6 6		Female	4	2		0	0	0	0	0	0		0
Male 12 5 5 2 0 0 0 0 0 2 0 0 Female 4 2 2 0 0 0 0 0 0 2 0 0 0 0 0 0 0 0 0 0		Total	6	4	2	0	0	0	0	0	0		0
Female	Referrals to Law Enforcement	t											
Total 16 7 7 2 0 0 0 0 4 0  All Students Chronic Absenteeism  Male 47 5 23 17 0 2 0 0 0 2 20 5 Female 52 2 35 11 2 0 0 2 8 14 11		Male	12	5		2	0	0	0	0	2		0
Total 16 7 7 2 0 0 0 0 4 0  All Students Chronic Absenteeism  Male 47 5 23 17 0 2 0 0 0 2 20 5 Female 52 2 35 11 2 0 0 2 8 14 11		Female	4	2	2	0	0	0	0	0	2		0
All Students Chronic Absenteeism  Male													
Chronic Absenteeism  Male 47 5 23 17 0 2 0 0 2 20 5 Female 52 2 35 11 2 0 0 2 8 14 11	All Students												
Male 47 5 23 17 0 2 0 0 2 20 5 Female 52 2 35 11 2 0 0 2 8 14 11													
Female 52 2 35 11 2 0 0 2 8 14 11		Male	47	5	23	17	0	2	0	0	2	20	5

	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	24
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	8
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	1
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	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	=	-	-	-	-	-	-	-	-	=
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	-	-	-	-	-	-	-	-	-	-
Programs											
-	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

<sup>&#</sup>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 6.2	Percent 11.0%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.5	12.2%

<sup>&#</sup>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%	105	2%	-	-
Mathematics	5,880	1%	105	2%	-	-
Grade 4 Reading	6,312	2%	112	2%	-	-
Mathematics	6,311	2%	112	2%	-	-
Grade 5 Reading	6,133	1%	108	2%	-	-
Mathematics	6,131	1%	108	2%	-	-
Science	6,133	1%	108	2%	-	-

<sup>&#</sup>x27;-' Indicates there are no students in the group.

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

	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 6 Reading	6,038	1%	91	2%	*	1%
Mathematics	6,036	1%	91	2%	*	1%
Grade 7 Reading	5,616	1%	104	2%	6	3%
Mathematics	5,616	2%	103	3%	6	4%
Grade 8 Reading	5,251	1%	73	1%	*	1%
Mathematics	5,254	2%	73	1%	*	1%
Science	5,250	1%	73	1%	*	1%
End of Course English I	5,150	1%	68	1%	-	-
English II	4,680	1%	69	1%	-	-
Algebra I	5,122	1%	70	1%	-	-
Biology	4,954	1%	72	1%	-	-
All Grades All Subjects	101,751	1%	1,645	2%	24	1%
Reading	45,064	1%	730	1%	11	2%
Mathematics	40,350	1%	662	2%	11	2%
Science	16,337	1%	253	1%	*	1%

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		
			% Belov	w Basic	% At or Al	oove Basic	Profi	cient	% 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 Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
	-	Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13

Indicates zero observations reported for this group.

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

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

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

Indicates reporting standards not met.

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.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.