Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: PADRON EL Campus ID: 227901188 **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);

				State	ESSA Go	als						EL
		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 ^A 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			Ameı		Pac	Two or More	Econ	Non Econ								Foste	r
	S	tate	District	Campus	Amer	Hispanio	White	Ind	Asian	ılsi	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migran	t Homeless	Care	Military
STAAR Pero	ent at Appr	oac	hes Gr	ade Le	vel or	Above																
Grade 3																						
Reading	All 7 Students	75%	77%	69%	*	68%	*	-	-	-	*	68%	75%	0%	73%	68%	66%	73%	-	*	*	-
		19%	48%	0%	-	0%	-	_	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD 7	79%	82%	73%	*	73%	*	-	-	-	*	73%	75%	-	73%	72%	74%	73%	-	*	*	-
	EL 6	69%	68%	68%	*	69%	-	_	-	-	-	67%	83%	*	72%	68%	68%	68%	-	-	-	-
	Male 7	73%	75%	66%	*	66%	*	-	-	-	-	67%	60%	0%	74%	68%	66%	-	-	*	*	-
	Female 7	78%	80%	73%	*	71%	-	-	-	-	*	71%	*	-	73%	68%	-	73%	-	-	-	-
Mathemati	ics All 7	78%	79%	82%	*	81%	*	-	-	-	*	84%	50%	33%	85%	82%	78%	86%	-	*	*	-
		52%	53%	33%	_	33%	_	_	_	_	_	33%	_	33%	_	*	33%	_	_	_	_	_
	CWOD 8		83%	85%	*	84%	*	_	-	-	*	88%	50%	-	85%	85%		86%	_	*	*	-
		75%	72%	82%	*	82%	-	_	-	-	_	85%	50%	*	85%	82%		84%	_	-	-	-
	Male 7	78%	79%	78%	*	77%	*	-	-	-	-	81%	40%	33%	83%	81%	78%	-	-	*	*	-
	Female 7	78%	78%	86%	*	86%	-	-	-	-	*	88%	*	-	86%	84%	-	86%	-	-	-	-
Grade 4																						
Reading	All 7 Students	74%	75%	69%	40%	72%	-	-	-	-	*	67%	*	14%	74%	71%	67%	71%	-	*	-	-
		14%	47%	14%	*	20%	-	-	-	-	*	14%	-	14%	-	20%	*	*	-	-	-	-
	CWOD 7		80%	74%	*	76%	-	-	-	-	-	73%	*	-	74%	75%		74%	-	*	-	-
		34%	64%	71%	*	72%	-	-	-	-	-	70%	*	20%	75%	71%		77%	-	*	-	-
		71%	73%	67%	*	68%	-	-	-	-	*	67%	*	*	74%	67%	67%	-	-	-	-	-
	Female 7	77%	78%	71%	*	77%	-	-	-	-	-	68%	*	*	74%	77%	-	71%	-	*	-	-
Mathemati	ics All 7	74%	75%	81%	60%	83%	-	-	-	-	*	81%	*	14%	87%	83%	84%	76%	-	*	-	-
	Students																*					
		16%	47%	14%	*	20%	-	-	-	-	*	14%	-	14%	-	20%		*	-	-	-	-
	CWOD 7		80%	87%	*	88%	-	-	-	-	-	88%	*	-	87%		92%	81%	-	*	-	-
		9%	70%	83%	*	82%	-	-	-	-	-	83%	*	20%	88%	83%		81%	-	*	-	-
		74%	75%	84%	*	85%	-	-	-	-	*	83%		*	92%	85%		-	-	-	-	-
	Female 7	4%	76%	76%	•	81%	-	-	-	-	-	77%	•	•	81%	81%	-	76%	-	•	-	-
Grade 5																						
Reading	All 8 Students	36%	87%	82%	*	81%	-	-	-	-	-	82%	*	40%	88%	84%	72%	93%	-	*	-	-
		55%	61%	40%	-	40%	-	-	-	-	-	40%	-	40%	-		25%	*	-	-	-	-
	CWOD 8		91%	88%	*	87%	-	-	-	-	-	88%	*	-	88%		83%	93%	-	*	-	-
		77%	79%	84%	-	84%	-	-	-	-	-	83%	*	25%	92%	84%		100%	-	*	-	-
		33%	84%	72%	*	70%	-	-	-	-	-	71%	*	25%	83%	66%		-	-	*	-	-
	Female 8	38%	89%	93%	*	93%	-	-	-	-	-	93%	*	*	93%	100%	-	93%	-	-	-	-
Mathemati	ics All 8 Students	39%	90%	91%	*	90%	-	-	-	-	-	90%	*	80%	92%	90%	86%	95%	-	*	-	-
		88%	72%	80%	_	80%						80%		80%	_	750/	75%	*				
	CWD 6		93%	92%	*	92%	-	-	-	-	-	92%	*	00%	92%	92%		95%	-	*	-	-
		35%	95% 85%	90%	_	92%	-	-		-	-	92% 89%	*	- 75%	92%	90%		95%		*	-	-
		38%	89%	86%	*	90% 85%	-	-	-	-	-	86%	*	75%	89%	81%		9/70	-	*	-	-
	Female 9		90%	95%	*	95%	-	-	-	-	-	95%	*	*	95%	97%	-	95%	-	-	-	-
Science	All 7	74%	72%	72%	*	72%		_	_		_	72%	*	20%	79%	60%	72%	71%	_	*		_
Colei loe	Students						-	-	-	-	-				1 3 70			1 1 /0	-		-	-
	CWD 4	15%	44%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	0%	25%	*	-	-	-	-
	CWOD 7		78%	79%	*	79%	-	-	-	-	-	79%	*	-	79%	78%		75%	-	*	-	-
		80%	60%	69%	-	69%	-	-	-	-	-	69%	*	0%	78%	69%		74%	-	*	-	-
	Male 7	74%	74%	72%	*	70%	-	-	-	-	-	71%	*	25%	83%	63%	72%	-	-	*	-	-

Non

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	Female			71%	s Amer	73%	wnite -	Ina -	Asian -	I ISI	- Races	73%	Disadv *	, CMD		74%	Male -	71%	Migrant H	omeless -	Care -	Military -
STAAR Perce	nt at Me	ets G	rade L	evel or	Above	•																
Grade 3 Reading	All	44%	50%	39%	*	39%	*	_	_	_	*	38%	50%	0%	41%	38%	32%	48%	_	*	*	_
Ū	Students CWD	26%	26%	0%		0%						0%		0%		*	0%					
	CWD		53%	41%	*	41%	*	-	-	-	*	40%	- 50%	-	- 41%	40%	36%	- 48%	-	*	*	-
	EL Mala	35% 41%	36% 47%	38%	*	38%	-	-	-	-	-	37%	50% 60%	*	40%	38%	32%	45%	-	-	-	-
	Male Female		53%	32% 48%	*	32% 48%	-	-	-	-	*	30% 49%	*	0% -	36% 48%	32% 45%	32%	- 48%	-	-	-	-
Mathamatica	- AII	400/	F20/	50 0/	*	E 40/	*				*	EE0/	250/	00/	E60/	E20/	EC0/	400/		*	*	
Mathematics	Students	48%	52%	52%		54%		-	-	-		55%	25%	0%	56%	53%	56%	48%	-			-
	CWD	30%	29%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	-	-	-	-	-
	CWOD EL	50% 41%	55% 40%	56% 53%	*	58% 54%	_	-	-	-	_	58% 56%	25% 17%	*	56% 56%	53%	62% 60%	48% 45%	-	-	_	-
	Male	49%	53%	56%	*	57%	*	-	-	-	- *	59%	20%	0%	62%		56%	400/	-	*	*	-
	Female	40%	50%	48%		50%	-	-	-	-		49%		-	48%	45%	-	48%	-	-	-	-
Grade 4																						
Reading	All Students	43%	48%	34%	40%	34%	-	-	-	-	*	34%	*	14%	36%	33%	35%	32%	-	*	-	-
	CWD	24%	25%	14%	*	20%	-	-	-	-	*	14%	-	14%	-	20%	*	*	-	-	-	-
	CWOD EL	46% 30%	52% 31%	36% 33%	*	35% 32%	-	-	-	-	-	36% 33%	*	20%	36% 34%	34% 33%		32% 35%	-	*	-	-
	Male	41%	46%	35%	*	33%	-	-	-	-	*	33%	*	*	38%	31%	35%	-	-	-	-	-
	Female	46%	50%	32%	*	35%	-	-	-	-	-	35%	*	*	32%	35%	-	32%	-	*	-	-
Mathematics	s All	46%	49%	53%	20%	56%	-	-	-	-	*	53%	*	0%	59%	56%	60%	44%	-	*	-	-
	Students CWD	27%	27%	0%	*	0%		_			*	0%		0%	_	0%	*	*		_		
	CWOD	49%	53%	59%	*	61%	-	-	-	-	-	59%	*	-	59%	60%	67%	48%	-	*	-	-
	EL Male	39% 48%	39% 51%	56% 60%	*	56% 63%	-	-	-	-	- *	56% 60%	*	0% *	60% 67%	56% 62%		48%	-	*	-	-
	Female		47%	44%	*	48%	-	-	-	-	-	45%	*	*	48%	48%	-	44%	-	*	-	-
Crado E																						
Grade 5 Reading	All	53%	57%	45%	*	46%	-	_	_	_	_	44%	*	0%	51%	48%	44%	45%	-	*	_	-
Ū	Students	27%	29%	00/		0%						00/		0%		0%	00/	*				
	CWD CWOD		62%	0% 51%	*	52%	-	-	-	-	-	0% 50%	*	-	- 51%	54%	0% 54%	48%	-	*	-	-
	EL Mala	36%	40%	48%	-	48%	-	-	-	-	-	47%	*	0%	54%	48%		51%	-	*	-	-
	Male Female	50% 56%	55% 59%	44% 45%	*	45% 46%	-	-	-	-	-	45% 43%	*	0% *	54% 48%	51%	44% -	- 45%	-	-	-	-
Mathamatica	- AII	E 7 0/	E00/	520 /	*	E20/						E 40/	*	100/	E00/	E40/	400/	E 7 0/		*		
Mathematics	Students	57%	58%	53%		53%	-	-	-	-	-	54%		10%	59%	51%	49%	57%	-		-	-
	CWD	31%	31%	10%	-	10%	-	-	-	-	-	10%	-	10%	-	0%	13%	*	-	-	-	-
	CWOD EL	46%	63% 47%	59% 51%	-	59% 51%	-	-	-	-	-	60% 52%	*	0%	59% 58%	58% 51%	57% 44%	60% 57%	-	*	-	-
	Male Female	56%	58% 58%	49% 57%	*	48% 59%	-	-	-	-	-	50% 58%	*	13%	57% 60%	44% 57%	49%	- 57%	-	*	-	-
	remale	57%	56%	5/%		59%	-	-	-	-	-	56%			60%	57%	-	5/%	-	-	-	-
Science	All	48%	48%	49%	*	49%	-	-	-	-	-	49%	*	10%	55%	48%	58%	40%	-	*	-	-
	Students CWD	27%	26%	10%	_	10%	_	_	_	_	_	10%	_	10%	_	0%	13%	*	_	-	_	_
	CWOD		51%	55%	*	55%	-	-	-	-	-	54%	*	-	55%		69%	43%	-	*	-	-
	EL Male	31% 50%	31% 50%	48% 58%	*	48% 58%	-	-	-	-	-	47% 57%	*	0% 13%	54% 69%	48% 53%		43% -	-	*	-	-
	Female	45%	45%	40%	*	41%	-	-	-	-	-	40%	*	*	43%	43%	-	40%	-	-	-	-
STAAR Perce	nt at Ma	sters	Grade	Level																		
Grade 3 Reading	ΔII	27%	33%	19%	*	19%	*				*	18%	38%	0%	21%	160/	17%	23%		*	*	
Reauing	All Students							-	-	-			JO%		∠170			23%	-			-
	CWD CWOD	10% 29%	9% 36%	0% 21%	- *	0% 21%	- *	-	-	-	- *	0% 19%	- 38%	0%	- 21%	* 17%	0% 19%	- 23%	-	*	- *	-
	EL	19%	18%	16%	*	17%	-	-	-	-	-	15%	33%	*	17%	16%		21%	-	-	-	-
	Male Female	24%	30% 36%	17% 23%	*	16% 24%	*	-	-	-	- *	15% 22%	40%	0%	19% 23%	13% 21%	17% -	- 23%	-	*	*	-
	Terriale	2370	30 /0	23 /0		24 /0	-	-	-	-		22 /0		-	2570	2170	-	2570	-	-	_	-
Mathematics	S All Students	24%	29%	18%	*	18%	*	-	-	-	*	18%	25%	0%	20%	16%	20%	16%	-	*	*	-
	CWD	12%	10%	0%	-	0%	-	-	-	-	.	0%		0%		*	0%	-	-	-	-	-
	CWOD EL	25% 18%	31% 18%	20% 16%	*	20% 17%	-	-	-	-	-	19% 16%	25% 17%	*	20% 17%	17% 16%	23% 19%	16% 13%	-	-	-	-
	Male	26%	31%	20%	*	20%	*	-	-	-	-	20%	20%	0%	23%	19%	20%	-	-	*	*	-
	Female	22%	26%	16%	*	17%	-	-	-	-	*	15%	*	-	16%	13%	-	16%	-	-	-	-
Grade 4																						
Reading	All Students	21%	26%	10%	40%	8%	-	-	-	-	*	11%	*	0%	11%	10%	14%	6%	-	*	-	-
	CWD	8%	10%	0%	*	0%	-	-	-	-	*	0%	-	0%	-	0%	*	*	-	-	-	-
	CWOD EL	23% 12%	28% 11%	11% 10%	*	9% 9%	-	-	-	-	-	12% 11%	*	- 0%	11% 11%		15% 13%	6% 6%	-	*	-	-
	Male	20%	23%	14%	*	10%	-	-	-	-	*	14%	*	*	15%		14%	-	-	-	-	-

Two or Non Afr Pac More Econ Econ Foster Amer State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Female 23% 28% 6% 6% 27% 30% 22% 20% 23% 23% 0% 24% 23% 26% 18% Mathematics All Students CWD 13% 0% 0% 0% 0% CWOD 29% 33% 24% 24% 26% 24% 25% 28% 19% EL 20% 21% 23% 22% 24% 0% 25% 23% 26% 19% Male 29% 33% 26% 25% 26% 28% 26% 26% Female 25% 28% 18% 19% 19% 19% 19% 18% Grade 5 Reading 29% 33% 13% 14% 12% 0% 15% 13% 9% 17% Students 0% CWD 9% 12% 0% 0% 0% 0% 0% CWOD 31% 37% 15% 15% 14% 15% 15% 11% 18% 0% EL 14% 15% 13% 13% 13% 15% 13% 6% 20% 26% 31% 10% 0% 11% 6% Male 9% 10% 9% 20% 17% Female 31% 35% 15% 17% 17% 18% Mathematics All 36% 37% 33% 35% 33% 0% 37% 34% 35% 31% Students 14% 13% 0% 0% 0% 0% 0% 0% CWD CWOD 38% 42% 37% 39% 38% 37% 39% 43% 33% 24% 25% 34% 34% 34% 0% 39% 34% 38% 31% 35% 43% 38% 36% 39% 38% 36% 0% 35% Female 35% 36% 32% 30% 33% 31% 31% 31% 0% Science ΑII 23% 21% 21% 22% 24% 19% 23% 19% Students CWD 11% 11% 0% 0% 0% 0% 0% 0% CWOD 25% 26% 24% 24% 25% 24% 22% 29% 20% FΙ 11% 12% 19% 19% 20% 0% 22% 19% 19% 20% 25% 26% 24% 29% 19% Male 23% 23% 0% 23% 19% 20% 20% 20% Female 21% 21% 19% 20% STAAR Percent at Approaches Grade Level or Above All Grades 78% All Subjects 78% 75% 78% 76% 32% 82% 78% 75% 81% 43% Students 32% 26% 50% CWD 46% 32% 35% 32% 27% CWOD 81% 82% 81% 83% 76% 82% 83% 82% 43% 82% 82% 83% 79% 26% 62% 59% 78% 67% 78% 78% 83% 78% 73% 83% 60% 74% 74% 75% 94% 75% 27% 73% Male 74% 67% 82% 20% 45% 50% 81% Female 80% 79% 81% 83% 81% 83% 83% 74% 73% 67% 74% 22% 74% 79% Reading ΑII 73% 72% 87% 78% 68% Students CWD 39% 41% 22% 24% 18% 11% 60% CWOD 78% 79% 78% 73% 78% 78% 87% 78% 79% 76% 80% FΙ 54% 52% 74% 74% 73% 92% 18% 79% 74% 67% 82% Male 69% 70% 68% 86% 68% 68% 71% 11% 76% 67% 68% Female 78% 78% 79% 40% 81% 78% 100% 60% 80% 82% 79% Mathematics ΑII 81% 80% 84% 83% 84% 85% 67% 48% 88% 85% 82% 87% Students 53% 48% 52% 48% 47% 60% CWD 53% 44% 48% CWOD 84% 84% 87% 89% 67% 88% 88% 87% 88% 91% 88% 69% 88% 72% 68% 85% 84% 86% 47% 85% 82% 88% EL 57% 100% 83% 44% 82% 79% 78% 82% 82% 82% Female 82% 81% 87% 60% 88% 88% 60% 88% 88% 87% Science ΑII 80% 72% 72% 72% 20% 79% 69% 72% 71% Students 25% CWD 51% 50% 20% 20% 20% 20% 0% CWOD 84% 83% 79% 79% 79% 79% 78% 83% 75% EL 61% 58% 69% 69% 69% 0% 78% 69% 63% 74% Male 79% 78% 72% 70% 71% 25% 83% 63% 72% 71% Female 81% 80% 73% 73% 75% 74% STAAR Percent at Meets Grade Level or Above All Grades All Subjects 52% 47% 29% 47% 47% 42% 5% 51% 46% 47% 45% 14% 49% Students 24% 25% 5% 6% 2% 5% 8% CWD 5% 5% 51% CWOD 52% 57% 51% 31% 51% 51% 42% 50% 54% 14% 47% 29% 33% 47% 47% 41% 2% 50% 46% 46% 20% EL 28% 46% 47% Male 47% 51% 47% 47% 47% 47% 5% 54% 46% 47% 0% 0% 45% Female 52% 45% 47% 46% Reading ΑII 47% 52% 39% 25% 40% 39% 47% 4% 43% 39% 37% 43% Students CWD 21% 23% 4% 5% 4% 6% 0% 20% CWOD 50% 56% 43% 27% 43% 42% 47% 43% 42% 42% 43% FΙ 23% 24% 39% 39% 39% 46% 6% 42% 39% 35% 44% 43% Male 43% 48% 37% 36% 36% 57% 0% 42% 35% 37% 20% 43% Female 51% 55% 43% 0% 44% 43% 38% 43% 44%

											Two		NI									
					Afr			Amer		Pac	or More	Econ	Non Econ								Foster	
		State	District	Campus		Hispanic V								CWD	CWOD	EL	Male	Female N	ligrant Ho			
Mathematics		51%	52%	53%	25%	54%	*	-	-	-	*	54%	33%	4%	57%	53%	55%	50%	-	*	*	-
	Students	000/	070/	40/	*	50 /						40/		40/		00/	00/	00/				
	CWD	26%	27% 57%	4% 57%	27%	5% 59%	*	-	-	-	*	4% 59%	33%	4% -	- 57%	0% 58%	6% 62%	0% 52%	-	*	*	-
	EL	37%	35%	53%	× ×	53%	_	-		-	_	55%	31%	0%	58%	53%	56%	50%	-	*	_	-
	Male	50%	52%	55%	43%	56%	*	_	_	_	*	57%	29%	6%	62%	56%	55%	-	_	*	*	_
	Female		52%	50%	0%	53%	-	-	-	-	*	51%	38%	0%	52%	50%	-	50%	-	*	-	-
Science	All Students	53%	55%	49%	*	49%	-	-	-	-	-	49%	*	10%	55%	48%	58%	40%	-	*	-	-
	CWD	25%	27%	10%	-	10%	-	-	-	-	-	10%	-	10%	-	0%	13%	*	-	-	-	_
	CWOD		59%	55%	*	55%	-	-	-	-	-	54%	*	-	55%	54%	69%	43%	-	*	-	-
	EL	26%	25%	48%	-	48%	-	-	-	-	-	47%	*	0%	54%	48%	53%	43%	-	*	-	-
	Male	53%	54%	58%	*	58%	-	-	-	-	-	57%	*	13%	69%	53%	58%		-	*	-	-
	Female	53%	55%	40%	*	41%	-	-	-	-	-	40%	*	*	43%	43%	-	40%	-	-	-	-
STAAR Percei	nt at Mas	sters	Grade	Level																		
All Subjects	All Students	23%	26%	20%	14%	20%	*	-	-	-	*	20%	21%	0%	22%	19%	20%	19%	-	0%	*	-
	CWD	8%	9%	0%	*	0%	_	_	_	_	*	0%	_	0%	_	0%	0%	0%	_	_	_	
	CWOD		29%	22%	15%	22%	*	_	_	_	*	22%	21%	-	22%	20%	24%	20%	_	0%	*	_
	EL	11%	11%	19%	33%	19%	_	_	_	_	_	19%	17%	0%	20%	19%	19%	19%	_	0%	_	_
	Male	22%	25%	20%	24%	20%	*	_	-	-	*	20%	20%	0%	24%	19%	20%	-	_	0%	*	_
	Female	24%	27%	19%	0%	20%	-	-	-	-	*	19%	22%	0%	20%	19%	-	19%	-	*	-	-
Reading	All Students	20%	25%	15%	17%	14%	*	-	-	-	*	14%	27%	0%	16%	14%	14%	16%	-	*	*	-
	CWD	7%	8%	0%	*	0%	- *	-	-	-	*	0%		0%	-	0%	0%	0%	-	-	-	-
	CWOD		28%	16%	18%	16%	*	-	-	-	*	15%	27%	-	16%	15%	16%	17%	-	*	*	-
	EL Male	8% 17%	9% 22%	14% 14%	29%	13% 13%	*	-	-	-	*	13% 13%	23% 29%	0% 0%	15% 16%	14% 11%	11% 14%	16%	-	*	*	-
	Female		28%	16%	0%	17%		-	-	-	*	15%	25%	0%	17%	16%	1470	16%	-	*		-
	i ciliale						-	-	-	-									-		-	-
Mathematics	All Students	26%	27%	24%	8%	25%	*	-	-	-	*	24%	20%	0%	26%	24%	26%	22%	-	*	*	-
	CWD	11%	10%	0%	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	-	-	-	-
	CWOD		30%	26%	9%	27%	*	-	-	-	*	27%	20%	-	26%	26%	30%	23%	-	*	*	-
	EL	16%	15%	24%	*	24%	-	-	-	-	-	24%	15%	0%	26%	24%	26%	21%	-	*	-	-
	Male	25%	28%	26%	14%	26%	*	-	-	-	*	27%	14%	0%	30%	26%	26%	-	-	*	*	-
	Female	26%	26%	22%	0%	23%	-	-	-	-	*	21%	25%	0%	23%	21%	-	22%	-	*	-	-
Science	All Students	24%	27%	21%	*	21%	-	-	-	-	-	22%	*	0%	24%	19%	23%	19%	-	*	-	-
	CWD	8%	10%	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-	-	-	-
	CWOD		30%	24%	*	24%	-	-	-	-	-	25%	*	-	24%	22%	29%	20%	-	*	-	-
	EL	7%	8%	19%	-	19%	-	-	-	-	-	20%	*	0%	22%	19%	19%	20%	-	*	-	-
	Male	25%	28%	23%		23%	-	-	-	-	-	24%		0%	29%	19%	23%	400/	-	•	-	-
	Female	23%	26%	19%	•	20%	-	-	-	-	-	20%	-		20%	20%	-	19%	-	-	-	-

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 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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	67	69	67	-	-	-	-	*	67	50	69
CWD	50	*	50	-	-	-	-	*	50	50	41
CWOD	69	79	69	-	-	-	-	=	69	-	72
EL	69	*	69	-	-	-	-	-	69	41	69
Male	62	90	59	-	-	-	-	*	62	50	59
Female	73	*	75	-	-	-	-	=	73	50	80
Mathematics											
All Students	67	69	68	-	-	-	-	*	67	74	68
CWD	74	*	83	-	-	-	-	*	74	74	85
CWOD	66	79	66	-	-	-	-	=	67	-	66
EL	68	*	68	-	-	-	-	-	68	85	68
Male	73	90	72	-	-	-	-	*	73	79	74
Female	61	*	63	-	-	-	-	-	61	60	61

Part (iii)(II): Graduation Rate

Indicates zero observations reported for this group.

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

								Two or					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates			•										
4-year Longitudinal Cohor	t Graduatio	n Rate (Gi	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

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
497	34	7%

^{&#}x27;^' Indicates data reporting does not meet for Minimum Size.

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			Hispanic STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	48	39	48	*	-	-	-	*	48	12	48
School Quality (College, Career,	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

^{&#}x27;*' 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status			-								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		Υ						Υ		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	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
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ						Υ		Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%

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

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

^{&#}x27;*' 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.

Target Met	All Students N	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv Y	CWD	EL+ Y
Long-Term Goals Target Met	73% N	66%	70% N	80%	73%	91%	75%	77%	68% N	62%	70% N
English Learner Language Profic	iency Statu	ıs									
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%

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)

									Two or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus		n Hispanic								CWD	CWOD	EL	Male	Female	Migrant
Participation R	ate	- шр															9.4
All Subjects	All	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	-	-	-	-	*	100%	. -	100%	. -	100%		100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%		100%	-
	EL	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%		100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%		100%		-	-
	Female	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics		100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Students																
	CWD	100%	*	100%	-	-	-	-	*	100%	-	100%	-		100%	100%	-
	CWOD	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%		100%	-
	EL	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%		100%	-	-
	Female	100%	100%	100%	-	=	-	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	CWD	100%	_	100%	_	_	_	_	_	100%	_	100%	_	100%	100%	*	_
	CWOD	100%	*	100%	_	_	-	_	_	100%	*	-	100%	100%		100%	_
	EL	100%	_	100%	_	_	_	_	_	100%	*	100%	100%	100%		100%	_
	Male	100%	*	100%	_	_	_	_	_	100%	*	100%		100%		-	_
	Female	100%	*	100%	_	_	_	_	_	100%	*	*	100%	100%	-	100%	_
Non-Participati		10070								.0070			.0070	.0070		10070	
All Subjects	All	0%	0%	0%	*	-	_	_	*	0%	0%	0%	0%	0%	0%	0%	-
•	Students																
	CWD	0%	*	0%	_	-	-	_	*	0%	-	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	*	-	-	_	*	0%	0%	_	0%	0%	0%	0%	_
	EL	0%	0%	0%	_	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	_
	Male	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		Econ	Econ						
			American		White	Indian	Asıan	Islander	Races				CWOD	EL			Migrant
	Female	0%	0%	0%	-	-	-	-	^	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	*	-	_	-	*	0%	0%	0%	0%	0%	0%	0%	_
	Students																
	CWD	0%	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	=
Mathematics	All	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	_
(Students																
	CWD	0%	*	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All	0%	*	0%	-	-	-	_	-	0%	*	0%	0%	0%	0%	0%	-
(Students																
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	0%	*	0%	-	-	-	-	-	0%	*	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-

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)

Male			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)
Male		es										
Female	In-School Suspensions											
Male												
Out-of-School Suspensions												
Male		Total	0	0	0	0	0	0	0	0	0	
Female	Out-of-School Suspensions											
Total		Male	2	2	0	0	0	0	0	0	0	
Expulsions		Female	0	0	0	0	0	0	0	0	0	
With Educational Services Male 0		Total	2	2	0	0	0	0	0	0	0	
Female	Expulsions											
Female		Male	0	0	0	0	0	0	0	0	0	
Mithout Educational Male		Female						0				
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></t<>												
Services	Without Educational							-				
Female		Maio	O	Ū	O	Ü	Ū	Ü	· ·	O	O	
Under Zero Tolerance Total Male O O O O O O O O O	GCIVICCS	Female	0	0	Λ	Λ	0	Λ	Λ	Λ	Ο	
Under Zero Tolerance Male 0												
Policies	Under Zere Telerance											
Female		iviale	U	U	U	U	U	U	U	U	U	
Total O O O O O O O O O	Policies	F	•	0	0	0	0	•	0	0	_	
Male												
Male	0.1.10.11.14	iotai	U	U	U	U	U	U	U	U	U	
Female	School-Related Arrests		_	_	_		_		_	_	_	
Referrals to Law Enforcement												
Referrals to Law Enforcement Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0												
Male			0	0	0	0	0	0	0	0	0	
Female 0 0 0 0 0 0 0 0 0	Referrals to Law Enforcement											
Total 0 0 0 0 0 0 0 0 0			0	0	0		0	0		0	0	
Students With Disabilities												
In-School Suspensions Male 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Total	0	0	0	0	0	0	0	0	0	
Male 0	Students With Disabilities											
Male 0	In-School Suspensions											
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	•	Male	0	0	0	0	0	0	0	0	0	0
Total 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Female	0	0	0	0	0	0	0	0	0	0
Out-of-School Suspensions Male 0		Total						0	0			0
. Male 0 0 0 0 0 0 0 0 0 0	Out-of-School Suspensions											
		Male	0	0	0	0	0	0	0	0	0	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 5 504)
	Total	2	0	0	0	0	0	0	2	0		0
Expulsions												
With Educational Services	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
Without Educational	Male	0	0	0	0	0	0	0	0	0		0
Services												
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance 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	0	0	0	0	0	0	0	0		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 Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism												
	Male	29	0	29	0	0	0	0	0	14	2	2
	Female	24	2	20	2	0	0	0	0	11	2	2
	Total	53	2	49	2	0	0	0	0	25	4	4

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	69	5	62	2	0	0	0	0	53	5
	Female	79	8	65	2	0	2	0	2	47	8
	Total	148	13	127	4	0	2	0	2	100	13
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	_	-	_	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	_	-	_	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	_	-	_	_	-	-	_	-	-	_
Programs											
•	Female	_	-	_	_	-	-	_	-	-	_
	Total	_	-	_	_	=	-	_	-	-	-

				Indian or			or		Students
Total	African			Alaska		Pacific	More		with
students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

Two

- Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 12.0	Percent 25.1%
Teachers Teaching with Emergency or Provisional Credentials	4.0	8.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	5.1	11.1%

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

Part (x): Per-pupil Expenditure

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

Crada 2	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
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%	-	-
Grade 6 Reading	6,038	1%	91	2%	-	-
Mathematics	6,036	1%	91	2%	-	-
Grade 7 Reading	5,616	1%	104	2%	-	-
Mathematics	5,616	2%	103	3%	-	-
Grade 8 Reading	5,251	1%	73	1%	-	-

Mathematics	State Number of ALT2 5,254	State Rate of ALT2 2%	District Number of ALT2 73	District Rate of ALT2 1%	Campus Number of ALT2	Campus Rate of ALT2
Maulemanes	3,234	2 /0	73	1 /0	-	-
Science	5,250	1%	73	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 Crades						
All Grades All Subjects	101,751	1%	1,645	2%	-	-
Reading	45,064	1%	730	1%	-	-
Mathematics	40,350	1%	662	2%	-	-
Science	16,337	1%	253	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

			% Belov	w Basic	% At or At	oove Basic		· Above 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
Orago 1	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	/ O *	50	40 *	19	1Z *	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
Crada 0	Deading	Overall	22	07	67	70	O.F.	24	2	4
Grade 8	Reading	Overall	33 53	27	67	73 54	25	34	2	4
		Black		46	47		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
		i domo iolaridor		40		00		21		7

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

			% Belo	w Basic	% At or Al	bove Basic		r Above icient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	-	Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

Indicates reporting standards not met.

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