Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools Campus Name: STOCKDALE H S Campus ID: 247906001 District Name: STOCKDALE 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 Goa	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 o	or Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
M = 41+ = ++ = +42 = =	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31% 31%	40% 40%	59% 59%	45% 45%	82%	50% 50%	54% 54%	36% 36%	23% 23%	40% 40%
	2017-18 through 2021-22	46%	31% 41%	40% 49%	59% 65%		82%		54% 61%	30% 45%		
	2022-23 through 2026-27 2027-28 through 2031-32	54% 63%	41% 54%	49% 59%	65% 73%	53% 63%	85% 88%	57% 66%	69%	45% 57%	34% 48%	49% 59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	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;

la dission	10/-:
Indicator	Weight
Academic Achievement	30%
Other Academic Indicator	50%
English Learner Language Proficiency	10%
SQSS: Student Achievement Domain Score	10%
Academic Achievement	50%
4-Year Graduation Rate	10%
English Learner Language Proficiency	10%
SQSS: College, Career, and Military Readiness	30%
	Other Academic Indicator English Learner Language Proficiency SQSS: Student Achievement Domain Score Academic Achievement 4-Year Graduation Rate English Learner Language Proficiency

(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.

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two											
								•		D	or	F	Non								F 4	
		State	District	Campus	Afr Amer	Hispanio	: White	Amer Ind			More Races		Econ Disadv	CWD	смор	EL	Male	Female M	ligrant H	lomeless	Foster Care	
STAAR Perce	••	oroac	hes Gr	ade Lev	el or /	Above																
End of Cour English I	All	66%	73%	73%	*	71%	75%	_		-	-	62%	90%	32%	96%	*	67%	82%	-	*		-
Englisht	Students														5070							
	CWD CWOD	27%	32% 96%	32% 96%	-	40% 91%	20% 100%	-	-	-	-	30% 91%	40% 100%	32%	- 96%	*	29% 92%	38% 100%	-	- *	-	-
	EL	34%	\$0.70	*	-	9170 *	-	-	-	-	-	9170	-	*	*	*	9Z /0 *	-	-	-	-	-
	Male	60%	67%	67%	*	68%	65%	-	-	-	-	59%	81%	29%	92%	*	67%	-	-	-	-	-
	Female	73%	82%	82%	-	75%	85%	-	-	-	-	63%	100%	38%	100%	-	-	82%	-	*	-	-
English II	All Students	67%	68%	68%	*	63%	72%	-	-	-	-	55%	78%	20%	82%	*	52%	96%	*	-	-	-
	CWD	27%	20%	20%	-	14%	25%	-	-	-	-	11%	33%	20%	-	*	15%	*	-	-	-	-
	CWOD	72%	82%	82%	*	75%	90%	-	-	-	-	75%	87%	-	82%	*	69%	100%	*	-	-	-
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	62%	52%	52%	-	43%	62%	-	-	-	-	33%	67%	15%	69%	*	52%	-	*	-	-	-
	Female		96%	96%		93%	89%	-	-	-	-	83%	100%		100%	-	-	96%	-	-	-	-
Algebra I	All Students	83%	89%	86%	-	91%	80%	-	-	-	-	79%	100%	75%	92%	î	80%	89%	-	î	-	-
	CWD	52%	75%	75%	-	90%	50%	-	-	-	-	73%	*	75%	-	*	64%	100%	-	-	-	-
		87%	95%	92%	-	92%	87%	-	-	-	-	80%	100%	-	92%	*	93%	85%	-	*	-	-
	EL	73%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	79%	85%	80%	-	85%	75%	-	-	-	-	75%	100%	64%	93%	*	80%	-	-	-	-	-
	Female	66%	95%	89%	-	100%	78%	-	-	-	-	80%	100%	100%	85%	-	-	89%	-		-	-
Biology	All Students	87%	95%	95%	*	94%	96%	-	-	-	-	91%	100%	93%	95%	*	94%	96%	-	*	-	-
	CWD	60%	93%	93%	-	91%	*	-	-	-	-	93%	*	93%	-	*	89%	100%	-	-	-	-
	CWOD	90%	95% *	95% *	*	95%	95%	-	-	-	-	90%	100%	-	95%	*	96%	95%	-	*	-	-
	EL Male	68% 84%	94%	94%	- *	89%	- 100%	-	-	-	-	91%	- 100%	89%	96%	*	94%	-	-	-	-	-
	Female		96%	96%	-	100%	85%	-	-	-	-	86%		100%	95%	-	-	96%	-	*	-	-
STAAR Perce	rse				bove	550/	00%					400/	00%	00%	00%	•	400/	750/		÷		
English I	All Students	48%	59%	59%		55%	63%	-	-	-	-	40%	86%	20%	80%		49%	75%	-		-	-
	CWD	15%	20%	20%	-	20%	20%	-	-	-	-	15%	40%	20%	-	*	12%	38%	-	-	-	-
	CWOD	53%	80%	80% *	*	78%	82%	-	-	-	-	64% *	96%	-	80%	*	73%	90%	-	*	-	-
	EL Male	14% 42%	49%	49%	- *	45%	- 50%	-	-	-	-	33%	- 75%	12%	73%	*	49%	-	-	-	-	-
	Female		75%	75%	-	40 <i>%</i>	77%	-	-	-	-	50%	100%	38%	90%	-		- 75%	-	*	-	-
English II	All	48%	54%	54%	*	46%	62%	_			_	38%	67%	13%	66%	*	43%	74%	*	_		
Englishtin	Students CWD	16%	13%	13%	_	14%	13%	_	_	_	_	11%	17%	13%	-	*	8%	*	_	_	_	_
	CWOD	52%	66%	66%	*	54%	81%	_	_	_	-	50%	77%	-	66%	*	59%	76%	*	-	-	-
	EL	11%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	42%	43%	43%	-	33%	52%	-	-	-	-	22%	58%	8%	59%	*	43%	-	*	-	-	-
	Female			74%	*	64%	78%	-	-	-	-	58%	83%	*	76%	-	-	74%	-	-	-	-
Algebra I	All Students		74%	67%	-	68%	65%	-	-	-	-	52%	100%	38%	85%	*	60%	72%	-	*	-	-
	CWD	24%		38%	-	60%	0%	-	-	-	-	33%	*	38%	-	*	27%	60%	-	- *	-	-
	CWOD EL	63% 40%	89% *	85% *	-	75% *	87% -	-	-	-	-	67% *	100%	- *	85% *	*	86% *	77%	-	_	-	-
	Male	53%	70%	60%	-	62%	- 58%	-	-	_	-	50%	100%	27%	86%	*	60%	-	-	-	-	-
	Female			72%	-	78%	67%	-	-	-	-	50%	100%		77%	-	-	72%	-	*	-	-

		State	District	Campus	Afr Amer	Hispanio	c White	Amer Ind				Econ Disadv		CWD	смор	EL	Male	Female	Migrant Ho	omeless	Foster Care	
Biology	All	60%	71%	71%	*	67%	76%	-	-	-	-	54%	96%	47%	80%	*	76%	65%	-	*	-	-
	Students CWD	24%	47%	47%	-	55%	*	-	-	-	-	43%	*	47%	-	*	56%	33%	-	-	-	-
	CWOD	64%	80%	80%	*	73%	86%	-	-	-	-	62%	96%	-	80%	*	83%	75%	-	*	-	-
	EL Male	24% 58%	* 76%	* 76%	-*	* 68%	- 85%	-	-	-	-	* 64%	- 100%	* 56%	* 83%	*	* 76%	-	-	-	-	-
	Female		65%	65%	-	64%	62%	-	-	-	-	36%	92%	33%	75%	-	-	65%	-	*	-	-
AAR Perce		sters	Grade	Level																		
End of Cours		400/	400/	400/	*	040/	400/					70/	0.40/	00/	0.40/		4.00/	040/		÷		
English I	All Students CWD	10% 3%	18% 8%	18% 8%	-	21% 13%	16% 0%	-	-	-	-	7% 5%	34% 20%	8% 8%	24%	*	16% 6%	21% 13%	-	•	-	-
	CWOD		24%	24%	*	26%	23%	-	-	-	-	9%	38%	-	24%	*	23%	25%	-	*	-	-
	EL	1%	*	*	- *	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male Female	7% 14%	16% 21%	16% 21%	-	18% 25%	15% 15%	-	-	-	-	7% 6%	31% 38%	6% 13%	23% 25%	_	16% -	- 21%	-	- *	-	-
English II	All	8%	8%	8%	*	0%	17%	-	-		-	3%	11%	0%	10%	*	5%	13%	*	-	-	-
Ū	Students	40/	00/	00/		00/	00/					00/	00/	00/			00/	*				
	CWD CWOD	4% 8%	0% 10%	0% 10%	- *	0% 0%	0% 24%	-	-	-	-	0% 5%	0% 13%	0% -	- 10%	*	0% 7%	* 14%	- *	-	-	-
	EL	0%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male Female	6% 10%	5% 13%	5% 13%	- *	0%	10% 33%	-	-	-	-	0% 8%	8% 17%	0% *	7% 14%	*	5%	- 13%	*	-	-	-
Algebra I	Female All	10% 36%	13% 50%	13% 36%	-	0% 41%	33% 30%	-	-	-	-	8% 28%	17% 54%	19%	14% 46%	-	- 32%	13% 39%	-	-	-	-
Aigebra i	Students CWD	9%	19%	30 <i>%</i>	-	30%	0%	-	-	-	-	13%	*	19%	-	*	9%	40%	-	-	-	-
	CWOD	39%	63%	46%	-	50%	40%	-	-	-	-	40%	50%	-	46%	*	50%	38%	-	*	-	-
	EL Male	19% 31%	* 48%	* 32%	-	* 38%	- 25%	-	-	-	-	* 25%	- 60%	* 9%	* 50%	*	* 32%	-	-	-	-	-
	Female		52%	39%	-	44%	33%	-	-	-	-	30%	50%	40%	38%	-	-	39%	-	*	-	-
Biology	All Students	24%	32%	32%	*	30%	32%	-	-	-	-	23%	46%	7%	41%	*	45%	15%	-	*	-	-
	CWD	6%	7%	7%	- *	9%	*	-	-	-	-	7%	*	7%	-	*	11%	0%	-	-	-	-
	CWOD EL	20% 4%	41% *	41% *	-	41% *	38%	-	-	-	-	33%	48% -	*	41% *	*	58% *	20%	-	-	-	-
	Male Female	24%	45% 15%	45% 15%	*	37% 21%	54% 8%	-	-	-	-	32% 7%	73% 23%	11% 0%	58% 20%	*	45%	- 15%	-	-	-	-
AAR Perce II Grades All Subjects	All	77%	82%	ade Lev 79%	vel or .	Above 78%	80%	-	-	-	-	72%	89%	52%	91%	31%	71%	91%	*	*	-	-
	Students CWD	46%	53%	52%	-	60%	39%	-	-	-	-	53%	46%	52%	-	43%	44%	71%	-	-	-	-
	CWOD	81%	89%	91%	*	87%	95%	-	-	-	-	86%	96%	-	91%	17%	86%	97%	*	*	-	-
	EL Male	62%	53% 81%	31% 71%	- *	31% 69%	- 73%	-	-	-	-	31% 66%	- 80%	43% 44%	17% 86%		31% 71%	-	- *	-	-	-
	Female	74% 80%	81% 85%	71% 91%	*	69% 91%	73% 88%	-	-	-	-	66% 80%	80% 100%	71%	86% 97%	-	-	- 91%	-	*	-	-
Reading	All	73%	79%	71%	*	67%	74%	-	-	-	-	59%	83%	28%	89%	14%	60%	88%	*	*	-	-
	Students CWD	39%	42%	28%	-	32%	22%	_	_	_	_	24%	36%	28%	-	*	23%	40%	_	_	_	_
	CWOD		42 % 88%	20 % 89%	*	82%	95%	-	-	-	-	83%	93%	-	- 89%	*	23 % 80%	100%	*	*	-	-
	EL	54%	44%	14%	- *	14%	-	-	-	-	-	14%	-	*	*		14%	-	-	-	-	-
	Male Female	69% 78%	75% 84%	60% 88%	*	56% 83%	63% 90%	-	-	-	-	49% 74%	73% 100%	23% 40%	80% 100%	14%	60% -	- 88%	-	- *	-	-
Mathematics		81%	86%	86%	-	91%	80%	-	-		-	79%	100%	75%	92%	*	80%	89%	-	*	-	-
	Students	500/	0.40/	750/		00%	500/					700/	*	750/			0.49/	4000/				
	CWD CWOD	53% 84%	64% 91%	75% 92%	-	90% 92%	50% 87%	-	-	-	-	73% 80%	100%	75% -	- 92%	*	64% 93%	100% 85%	-	- *	-	-
	EL	72%	64%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male Female	79%	86% 87%	80% 89%	-	85% 100%	75% 78%	-	-	-	-	75% 80%	100% 100%	64% 100%	93% 85%	*	80%	- 89%	-	-	-	-
	remale	0270	01 70	09%	-	100%	1070	-	-	-	-	00%	100%	100%	03%	-	-	09%	-		-	-
Science	All Students	80%	83%	95%	*	94%	96%	-	-	-	-	91%	100%	93%	95%	*	94%	96%	-	*	-	-
	CWD	51%	65%	93%	- *	91%	*	-	-	-	-	93%	*	93%	-	*	89%	100%	-	-	-	-
	CWOD EL	84% 61%	87% 50%	95% *	-	95% *	95%	-	-	-	-	90% *	100%	- *	95% *	*	96% *	95% -	-	-	-	
	Male Female	79%	86% 80%	94% 96%	* -	89% 100%	100% 85%	-	-	-	-	91% 86%	100% 100%	89% 100%	96% 95%	*	94% -	- 96%	-	- *	-	-
AR Perce	nt at Mee	ets Gr	rade Le	evel or A	Above	•																
II Grades All Subjects	All	49%	51%	62%	*	58%	66%	-	-	-	-	46%	83%	28%	77%	23%	55%	72%	*	*	-	-
	Students	240/	250/	200/		270/	4 4 0/					260/	200/	200/		200/	220/	120/				
	CWD CWOD	24% 52%	25% 57%	28% 77%	- *	37% 68%	14% 85%	-	-	-	-	26% 61%	38% 90%	28% -	- 77%		22% 73%	43% 81%	- *	- *	-	-
	EL	29%	25%	23%	-	23%	-	-	-	-	-	23%	-	29%	17%	23%	23%	-	-	-	-	-
	Male	47% 52%	50% 53%	55% 72%	*	51% 68%	59%	-	-	-	-	43% 50%	75% 03%	22%	73% 81%		55%	- 72%	*	- *	-	-
	Female	52%	53%	72%	*	68%	74%	-	-	-	-	50%	93%	43%	81%	-	-	72%	-	*	-	

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_... 3/11

											Two or		Non									
		State	District	Campus	Afr Amer	Hispani	c White	Amer Ind			More	Econ Disadv	Econ	CWD	сwod	EL	Male	Female	Migrant	t Homeless	Foster Care	
Reading	All Students	47%	53%	57%	*	51%	62%	-	-	-	-	39%	75%	18%	73%	0%	46%	75%	*	*	-	-
	CWD	21%	23%	18%	-	18%	17%	-	-	-	-	14%	27%	18%	-	*	10%	40%	-	-	-	-
	CWOD		60%	73%	*	65%	81%	-	-	-	-	57%	85%	-	73%	*	65%	83%	*	*	-	-
	EL	23%	22%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-	-	-	-
	Male	43%	49%	46%	*	40%	51%	-	-	-	-	29%	65%	10%	65%	0%	46%	-	*	-	-	-
	Female		58%	75%	*	67%	81%	-	-	-	-	56%	92%	40%	83%	-	-	75%	-	*	-	-
Mathematics	s All Students	51%	49%	67%	-	68%	65%	-	-	-	-	52%	100%	38%	85%	*	60%	72%	-	*	-	-
	CWD	26%	23%	38%	-	60%	0%	-	-	-	-	33%	*	38%	-	*	27%	60%	-	-	-	-
	CWOD	54%	55%	85%	-	75%	87%	-	-	-	-	67%	100%	-	85%	*	86%	77%	-	*	-	-
	EL	37%	27%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	50%	48%	60%	-	62%	58%	-	-	-	-	50%	100%	27%	86%	*	60%	-	-	-	-	-
	Female	51%	50%	72%	-	78%	67%	-	-	-	-	50%	100%	60%	77%	-	-	72%	-	*	-	-
Science	All Students	53%	52%	71%	*	67%	76%	-	-	-	-	54%	96%	47%	80%	*	76%	65%	-	*	-	-
	CWD	25%	35%	47%	-	55%	*	-	-	-	-	43%	*	47%	-	*	56%	33%	-	-	-	-
	CWOD	56%	55%	80%	*	73%	86%	-	-	-	-	62%	96%	-	80%	*	83%	75%	-	*	-	-
	EL	26%	25%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-	-	-	-
	Male	53%	56%	76%	*	68%	85%	-	-	-	-	64%	100%	56%	83%	*	76%	-	-	-	-	-
	Female	53%	47%	65%	-	64%	62%	-	-	-	-	36%	92%	33%	75%	-	-	65%	-	*	-	-
TAAR Perce	ent at Mas	sters	Grade	Level																		
TAAR Perce All Grades All Subjects	All	sters 23%	Grade 22%	Level 22%	*	21%	23%	-	-	-	-	15%	31%	8%	28%	8%	22%	21%	*	*	-	-
All Grades					*	21% 14%	23% 0%	-	-	-	-	15% 7%	31% 15%	8% 8%	28%	8% 14%		21% 14%	*	*	-	-
All Grades	All Students	23% 8%	22%	22%	* - *			-		-	-				28% - 28%				* - *	* - *	-	- - -
All Grades	All Students CWD	23% 8%	22% 5%	22% 8%	* - * -	14%	0%	- - -	-	-	- - -	7%	15%	8%	-	14%	6%	14%	* - *	* - *	-	-
All Grades	All Students CWD CWOD	23% 8% 25%	22% 5% 25%	22% 8% 28%	- *	14% 25%	0%	- - -	-	-	-	7% 21%	15% 34%	8% -	- 28%	14% 0%	6% 31%	14%	* - * -	* - - -	- - - -	-
All Grades	All Students CWD CWOD EL	23% 8% 25% 11% 22%	22% 5% 25% 9%	22% 8% 28% 8%	* - * - * *	14% 25% 8%	0% 31% -					7% 21% 8%	15% 34%	8% - 14%	- 28% 0%	14% 0% 8%	6% 31% 8%	14% 23% -	* - * - *	* - - - *	- - - -	
All Grades	All Students CWD CWOD EL Male	23% 8% 25% 11% 22%	22% 5% 25% 9% 22%	22% 8% 28% 8% 22%	- *	14% 25% 8% 21%	0% 31% - 23%					7% 21% 8% 16%	15% 34% 32%	8% - 14% 6%	- 28% 0% 31%	14% 0% 8% 8%	6% 31% 8% 22%	14% 23% - -	* -* -* -*	* - - * *		- - - -
All Grades All Subjects	All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24%	22% 5% 25% 9% 22% 20%	22% 8% 28% 8% 22% 21%	- *	14% 25% 8% 21% 21%	0% 31% - 23% 21%		-	-	-	7% 21% 8% 16% 12%	15% 34% - 32% 30%	8% - 14% 6% 14%	28% 0% 31% 23%	14% 0% 8% 8% -	6% 31% 8% 22% -	14% 23% _ 21%	* - * - * -	* - - * *	-	-
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students	23% 8% 25% 11% 22% 24% 20% 7%	22% 5% 25% 9% 22% 20% 22%	22% 8% 28% 8% 22% 21% 13%	- *	14% 25% 8% 21% 21% 11%	0% 31% 23% 21% 16%		-	-		7% 21% 8% 16% 12%	15% 34% - 32% 30% 22%	8% 14% 6% 14% 5%	28% 0% 31% 23%	14% 0% 8% 8% - 0%	6% 31% 8% 22% - 11%	14% 23% - 21% 18%	* - * - * - *	* - - * *	-	-
All Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD	23% 8% 25% 11% 22% 24% 20% 7%	22% 5% 25% 9% 22% 20% 22% 22%	22% 8% 28% 22% 21% 13% 5%	- * *	14% 25% 8% 21% 21% 11% 9%	0% 31% 23% 21% 16% 0%	-	-	-		7% 21% 8% 16% 12% 6% 3%	15% 34% 32% 30% 22% 9%	8% 14% 6% 14% 5%	- 28% 0% 31% 23% 17%	14% 0% 8% - 0% *	6% 31% 8% 22% - 11% 3%	14% 23% - 21% 18% 10%	* - * - * - * -	* - - * * -	-	
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22%	22% 5% 25% 9% 22% 20% 22% 22% 4% 27%	22% 8% 28% 22% 21% 13% 5% 17%	- * * - *	14% 25% 8% 21% 21% 11% 9% 12%	0% 31% 23% 21% 16% 0% 23%	-	-		-	7% 21% 8% 16% 12% 6% 3% 7%	15% 34% 32% 30% 22% 9%	8% - 14% 6% 14% 5% 5%	- 28% 0% 31% 23% 17%	14% 0% 8% - 0% *	6% 31% 8% 22% - 11% 3% 15%	14% 23% - 21% 18% 10% 20%	* - * - * - *	* - - * - *	-	-
All Grades All Subjects	All Students CWD EL Male Female All Students CWD CWOD EL	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	22% 5% 25% 9% 22% 20% 22% 22% 4% 27% 7%	22% 8% 28% 22% 21% 13% 5% 17% 0%	- * * - *	14% 25% 8% 21% 21% 11% 9% 12% 0%	0% 31% 23% 21% 16% 0% 23%	-	-	-	-	7% 21% 8% 16% 12% 6% 3% 7% 0%	15% 34% 32% 30% 22% 9% 24%	8% - 14% 6% 14% 5% 5% - *	28% 0% 31% 23% 17% - 17%	14% 0% 8% - 0% * *	6% 31% 8% 22% - 11% 3% 15% 0%	14% 23% - 21% 18% 10% 20%	* - * - * - * - * -	* - - * - * -	-	-
All Grades All Subjects	All Students CWOD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17%	22% 5% 25% 9% 22% 20% 22% 4% 27% 7% 20%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11%	- * * * - * - *	14% 25% 8% 21% 21% 11% 9% 12% 0% 9%	0% 31% 23% 21% 16% 0% 23% -	- - - - - - - - -	-		-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4%	15% 34% 32% 30% 22% 9% 24% - 18%	8% - 14% 6% 14% 5% - * 3%	28% 0% 31% 23% 17% - 17% *	14% 0% 8% 8% - 0% * * 0% 0%	6% 31% 8% 22% - 11% 3% 15% 0%	14% 23% - 21% 18% 10% 20% -	* - * - * - * - * - * - * - * - * - * -	* - * - * * - * - *	-	-
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26%	22% 5% 9% 22% 20% 22% 22% 4% 27% 7% 20% 25% 21%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36%	-**	14% 25% 21% 21% 11% 9% 12% 0% 9% 13%	0% 31% 23% 21% 16% 0% 23% 12% 24% 30%	-	-		-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4% 7% 28%	15% 34% 32% 30% 22% 9% 24% - 18% 28%	8% 14% 6% 14% 5% 5% - * 3% 10% 19%	28% 0% 31% 23% 17% - 17% * 15% 20%	14% 0% 8% 8% - 0% * * 0% 0%	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32%	14% 23% - 21% 18% 20% - 18% 39%	* - * - * - *	* -* -* * -* * -* *	-	-
All Grades All Subjects Reading	All Students CWOD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11%	22% 5% 9% 22% 20% 22% 4% 27% 7% 20% 25%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18%	-****	14% 25% 8% 21% 11% 9% 12% 9% 13%	0% 31% 23% 21% 16% 0% 23% - 12% 24%	-	-		-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4% 7%	15% 34% 32% 30% 22% 9% 24% - 18% 28%	8% - 14% 6% 14% 5% 5% - * 3% 10%	28% 0% 31% 23% 17% - 17% * 15% 20%	14% 0% 8% 8% - 0% * * 0% 0% - *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9%	14% 23% - 21% 18% 10% 20% - 18%	* _* _* _* _*	* -* -* * -* * -* * -* * -*	-	-
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11%	22% 5% 9% 22% 20% 22% 4% 27% 7% 20% 25% 21% 7% 24%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36%	- * * - *	14% 25% 8% 21% 21% 11% 9% 12% 0% 13% 41% 30%	0% 31% 23% 21% 16% 23% 23% 23% 24% 30% 0%	-	· · · ·		-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4% 7% 28% 13%	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% *	8% 14% 6% 14% 5% 5% - * 3% 10% 19%	28% 0% 31% 23% 17% - 17% 15% 20% 46%	14% 0% 8% 8% - 0% * * 0% 0% - *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32%	14% 23% - 21% 18% 20% - 18% 39% 40%	* - * - * - * - * - * - *	* - * - * * - * - * - * - *	-	
All Grades All Subjects Reading	All Students CWOD EL Male Female All Students CWD EL Male Female s All Students CWD EL Male Female	23% 8% 25% 11% 24% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16%	22% 5% 9% 22% 22% 22% 22% 22% 22% 27% 20% 25% 21% 7% 24% 14%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36% 19% 46% *	- * * - *	14% 25% 8% 21% 21% 11% 9% 12% 0% 9% 13% 41% 30% 50%	0% 31% 23% 21% 16% 23% 23% 24% 30% 0% 40%	· · · ·	-		-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4% 7% 28% 13% 40% *	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% * 50%	8% 14% 6% 14% 5% 5% - * 3% 10% 19% - *	28% 0% 31% 23% 17% 17% 15% 20% 46% - 46%	14% 0% 8% 8% - 0% * * 0% 0% - *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9% 50% *	14% 23% - 21% 18% 20% - 18% 39% 40% 38%	* - * - *	* -* -* * -* * -* * -*	-	
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female s All Students CWD CWOD	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	22% 5% 9% 22% 20% 22% 4% 27% 7% 20% 25% 21% 7% 24%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36%	-** * -*	14% 25% 8% 21% 21% 11% 9% 12% 0% 13% 41% 30%	0% 31% 23% 21% 16% 23% 23% 23% 24% 30% 0%	-	- - - - - - - - - - - - - - - - - -		-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4% 7% 28% 13%	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% *	8% 14% 6% 14% 5% 5% - * 3% 10% 19%	28% 0% 31% 23% 17% - 17% 15% 20% 46%	14% 0% 8% 8% - 0% 0% - * * * *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9%	14% 23% - 21% 18% 20% - 18% 39% 40% 38%	* - * - * - * - *	* - * * - * * * * * * *	· · · · · ·	
All Grades All Subjects Reading	All Students CWD EL Male Female All Students CWD EL Male Female s All Students CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28%	22% 5% 9% 22% 20% 22% 4% 27% 7% 20% 25% 21% 7% 24% 24% 23%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36% 19% 46% * 32% 39%	-***-**	14% 25% 8% 21% 11% 9% 12% 0% 9% 13% 41% 30% 50% * 38% 44%	0% 31% 23% 21% 16% 23% 12% 24% 30% 0% 40% 25% 33% 32%				-	7% 21% 8% 16% 12% 6% 3% 7% 28% 13% 40% * 25% 30% 23%	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% * 50% 60%	8% 14% 6% 14% 5% 5% - * 3% 10% 19% 19% - * 9%	28% 0% 31% 23% 17% - 17% * 15% 20% 46% - 46% * 50%	14% 0% 8% 8% - 0% 0% - * * * *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9% 50% * 32% - 45%	14% 23% - 21% 18% 10% 20% - 18% 39% 40% 38% - 39% 15%	* - * - *	* -* -* * -* * -* * -* * * * * * * * *		
All Grades All Subjects Reading Mathematics	All Students CWOD EL Male Female All Students CWD EL Male Female S All Students CWD EL Male Female All	23% 8% 25% 11% 22% 24% 20% 7% 22% 20% 7% 23% 26% 11% 28% 16% 25% 26%	22% 5% 25% 9% 22% 22% 22% 4% 27% 7% 20% 25% 21% 7% 24% 14% 23% 19%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36% 19% 46% * 32% 39%	-** * -**	14% 25% 8% 21% 21% 11% 9% 12% 0% 9% 13% 41% 30% 50% * 38% 44%	0% 31% 23% 21% 16% 23% 23% 24% 30% 0% 40% 25% 33%				-	7% 21% 8% 16% 12% 6% 3% 7% 28% 13% 40% * 25%	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% * 50% 60% 50%	8% 	28% 0% 31% 23% 17% - 17% - 15% 20% 46% - 46% * 50% 38%	14% 0% 8% 8% - 0% 0% - * * * *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9% 50% 32% -	14% 23% - 21% 18% 20% - 18% 39% 40% 38% - 39%	* - * - *	* -* -* * -* * -* * -* * -* * -* * -* * -* *		-
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24% 8% 26%	22% 5% 25% 9% 22% 22% 22% 27% 7% 20% 21% 7% 24% 14% 23% 19% 20% 3% 23%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36% 19% 46% * 32% 39%	-** * -**	14% 25% 8% 21% 11% 9% 12% 0% 9% 13% 41% 30% 50% * 38% 44%	0% 31% 23% 21% 16% 23% 12% 24% 30% 0% 40% 25% 33% 32%		-		-	7% 21% 8% 16% 12% 6% 3% 7% 28% 13% 40% * 25% 30% 23%	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% * 50% 60% 50%	8% 14% 6% 14% 5% 5% - - - - - - - - - - - - - - - -	28% 0% 31% 23% 17% - 17% - 15% 20% 46% - 46% * 50% 38%	14% 0% 8% 8% - 0% 0% - * * * *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9% 50% * 32% - 45%	14% 23% - 21% 18% 10% 20% - 18% 39% 40% 38% - 39% 15%	* - * - * - *	* -* * -* * -* * -* * -* * -* * -*		
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female S All Students CWD EL Male Female All Students CWD CWD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 22% 8% 17% 23% 26% 11% 28% 16% 25% 26% 24% 8% 26% 7%	22% 5% 9% 22% 22% 22% 22% 27% 7% 20% 25% 21% 7% 24% 14% 23% 19% 20% 3% 20%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36% 19% 46% 32% 39% 32% 7% 41% *	-** * -**	14% 25% 8% 21% 21% 11% 9% 13% 41% 30% 50% * 38% 44% 30% 9% 41% *	0% 31% 23% 21% 16% 23% 12% 24% 30% 0% 40% 25% 33% 32% * 38%				-	7% 21% 8% 16% 12% 6% 3% 7% 28% 13% 40% * 25% 30% 23% 7% 33% *	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% * 50% 60% 50% 46% * 48%	8% 14% 6% 14% 5% 5% 5% 3% 10% 19% 19% 40% 7% 7% 5%	28% 0% 31% 23% 17% - 17% 15% 20% 46% - 46% 38% 41% - 41% *	14% 0% 8% 8% - 0% 0% - * * * *	6% 31% 8% 22% - 11% 3% 15% 0% 11% - 32% 9% 5% 32% - 45% 11% 5%	14% 23% - 21% 18% 20% - 18% 39% 40% 38% - 39% 15% 0%	* - * - * - *	* -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * -* * * * * * * * * * * * * * * * * * * *		-
All Grades All Subjects Reading Mathematics	All Students CWD EL Male Female All Students CWD EL Male Female s All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24% 20% 7% 23% 26% 26% 26% 26% 24% 8% 26% 24% 8% 26% 26%	22% 5% 25% 9% 22% 22% 22% 27% 7% 20% 21% 7% 24% 14% 23% 19% 20% 3% 23%	22% 8% 28% 22% 21% 13% 5% 17% 0% 11% 18% 36% 36% 39% 32% 32% 7%	-** * -**	14% 25% 8% 21% 21% 11% 9% 12% 9% 13% 41% 30% 50% * 38% 44% 30% 9%	0% 31% 23% 21% 16% 0% 23% 12% 24% 30% 40% 25% 33% 32% * 38%				-	7% 21% 8% 16% 12% 6% 3% 7% 0% 4% 7% 28% 13% 40% * 25% 30% 23% 7%	15% 34% 32% 30% 22% 9% 24% 18% 28% 54% * 54% * 50% 60% 50% 46% *	8% 14% 6% 14% 5% 5% - - - - - - - - - - - - - - - -	28% 0% 31% 23% 17% - 17% 15% 20% 46% - 46% * 50% 38% 41% -	14% 0% 8% 8% - 0% 0% - * * * *	6% 31% 8% 22% - 11% 3% 15% 0% 32% - 32% - 32% - 45% 11%	14% 23% - 21% 18% 20% - 18% 39% 40% 38% - 39% 15% 0%	* - * - *	* -* * * -* * -* * -* * -* * * -* * * * -* * * * * * * * * * * * * * * * * * * *		

1*1 Indicates results are masked due to small numbers to protect student confidentiality.

 \mathbf{v} Indicates zero observations reported for this group.

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	64	*	56	72	-	-	-	-	52	50	*
CWD	50	-	*	57	-	-	-	-	29	50	*
CWOD	67	*	58	78	-	-	-	-	62	-	-
EL	*	-	*	-	-	-	-	-	*	*	*
Male	53	-	43	63	-	-	-	-	40	44	*
Female	80	*	71	93	-	-	-	-	72	*	-
Mathematics											
All Students	85	-	83	88	-	-	-	-	76	63	*
CWD	63	-	65	*	-	-	-	-	59	63	*
CWOD	96	-	100	93	-	-	-	-	92	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL	*	-	*	-	-	-	-	-	*	*	*
Male	82	-	73	94	-	-	-	-	75	50	*
Female	88	-	94	81	-	-	-	-	78	80	-

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 Graduatio	on Rate (G	r 9-12): Cla	iss of 201	18								
All Students	94.9%	-	95.5%	94.1%	-	-	-	100.0%	92.6%	83.3%	-	-	-
CWD	83.3%	-	100.0%	75.0%	-	-	-	-	50.0%	83.3%	-	-	-
CWOD	96.2%	-	95.0%	96.7%	-	-	-	100.0%	96.0%	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	92.3%	-	92.3%	91.3%	-	-	-	100.0%	88.2%	75.0%	-	-	-
Female	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-

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

'-' Indicates there are no students in the group.

'^' Ever EL in grades 9-12

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	٨	۸

'^' 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 Achiev		African American nain Score		White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	54	*	52	56	-	-	-	-	44	29	21
School Quality (College, Career, a	and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	58%	-	54%	60%	-	-	-	*	48%	67%	-

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

'-' 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 Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Ν	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Ν					N	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	Ν					N	Ν	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		Ν	Ν					Ν	N	

2/5/2020				2018	-19 Federal	Report C	ard				
	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	Y								Y		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y								Y		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y								N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N								N		
English Learner Language Pro- Interim Goals (2018-2022)	ficiency Statu	IS									36%
Target Met Interim Goals (2023-2027)											38%
Target Met											5070
Interim Goals (2028-2032)											40%
Target Met											40%
Long-Term Goals Target Met											40%
Federal Graduation Status [^]											
Interim Goals (2018-2022) Target Met	90% N	90%	90%	90% Y	90%	90%	90%	90%	90% Y	90%	90%

Interim Goals (2018-2022) Target Met											36%
Interim Goals (2023-2027)											38%
Target Met Interim Goals (2028-2032)											40%
Target Met Long-Term Goals Target Met											40%
Federal Graduation Status [^]											
Interim Goals (2018-2022) Target Met	90% N	90%	90%	90% Y	90%	90%	90%	90%	90% Y	90%	90%
Interim Goals (2023-2027) Target Met	92% N	92%	92%	92% Y	92%	92%	92%	92%	92% Y	92%	92%
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N			Y					N		
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Townshills	N.I.			~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~					N I		

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). '+'

Y

Ν

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). **י**^י

Ν

Part (vii): STAAR Participation

Target Met

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

		Campus	African American	Hispanic		American		Pacific		Econ Disady	Non Econ Disady	CWD	CWOD	FI	Malo	Female	Migrant
Participation Rat	te	oumpus	American	inopunio	Tinte	maian	Asian	Islander	Ruces	Disuav	Distant	ond	CHOD		marc	remaie	ingrant
All Subjects	All Students	98%	*	100%	96%	-	-	-	-	97%	100%	100%	98%	100%	100%	96%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	98%	*	100%	95%	-	-	-	-	95%	100%	-	98%	100%	100%	95%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	-	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	96%	*	100%	91%	-	-	-	-	92%	100%	100%	95%	-	-	96%	-
Reading	All Students	99%	*	100%	97%	-	-	-	-	97%	100%	100%	98%	100%	100%	96%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	-
	CWOD	98%	*	100%	96%	-	-	-	-	95%	100%	-	98%	*	100%	95%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	*	100%	100%	-	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	96%	*	100%	91%	-	-	-	-	93%	100%	100%	95%	-	-	96%	-
Mathematics	All Students	98%	-	100%	95%	-	-	-	-	97%	100%	100%	96%	*	100%	94%	-
	CWD	100%	-	100%	100%	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	96%	-	100%	93%	-	-	-	-	93%	100%	-	96%	*	100%	92%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Male	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	94%	-	100%	89%	-	-	-	-	90%	100%	100%	92%	-	-	94%	-
Science	All Students	98%	*	100%	96%	-	-	-	-	97%	100%	100%	98%	*	100%	96%	-
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	*	100%	100%	-
	CWOD	98%	*	100%	95%	-	-	-	-	95%	100%	-	98%	*	100%	95%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	96%	-	100%	92%	-	-	-	-	93%	100%	100%	95%	-	-	96%	-
Non-Participatio	n Rate																

									_								
			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus	American	Hispanic			Asian					CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	2%	*	0%	4%	-	-	-	-	3%	0%	0%	2%	0%	0%	4%	*
	Students																
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	2%	*	0%	5%	-	-	-	-	5%	0%	-	2%	0%	0%	5%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	4%	*	0%	9%	-	-	-	-	8%	0%	0%	5%	-	-	4%	-
Reading	All	1%	*	0%	3%	-	-	-	-	3%	0%	0%	2%	0%	0%	4%	*
-	Students																
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	-
	CWOD	2%	*	0%	4%	-	-	-	-	5%	0%	-	2%	*	0%	5%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	0%	-	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	4%	*	0%	9%	-	-	-	-	7%	0%	0%	5%	-	-	4%	-
Mathematics	All	2%	-	0%	5%	-	-	-	-	3%	0%	0%	4%	*	0%	6%	-
	Students																
	CWD	0%	-	0%	0%	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	4%	-	0%	7%	-	-	-	-	7%	0%	-	4%	*	0%	8%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Male	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	6%	-	0%	11%	-	-	-	-	10%	0%	0%	8%	-	-	6%	-
Science	All	2%	*	0%	4%	-	-	-	-	3%	0%	0%	2%	*	0%	4%	-
	Students																
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	2%	*	0%	5%	-	-	-	-	5%	0%	-	2%	*	0%	5%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	-	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	4%	-	0%	8%	-	-	-	-	7%	0%	0%	5%	_	-	4%	_

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

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

		Total students	African American	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	S										
In-School Suspensions											
	Male	24	0	8	14	0	0	0	2	0	
	Female	18	0	8	8	0	0	0	2	2	
	Total	42	0	16	22	0	0	0	4	2	
Out-of-School Suspensions											
	Male	4	0	2	2	0	0	0	0	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	6	0	2	4	0	0	0	0	0	
Expulsions											
With Educational Services	Male	2	0	2	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	2	0	2	0	0	0	0	0	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	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	
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities In-School Suspensions											
	Male	4	0	2	2	0	0	0	0	0	5

2/0/2020												
	Female Total	Total students 2 6	African American 0 0	Hispanic 2 4	White 0 2	Indian or Alaska Native 0 0	Asian 0 0	Pacific Islander 0 0		EL 0 0	Students with Disabilities	Students with Disabilities (Section 504) 2 7
Out-of-School Suspensions												
	Male Female	0 0	0	0 0	0	0	0	0 0 0	0 0	0 0		0
Expulsions	Total	0	0	0	0	0	0	0	0	0		0
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
With Educational Services	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	Ő	Ö	Ö	Ö	0	Ő	0		0
	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
Oshaal Dalatad Amaata	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	Ő		0
Referrals to Law Enforcement		Ū.	C C	•	Ū	Ŭ	Ū	•	°,	Ũ		U U
	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		10				•		•		•	-	
	Male Female	18 7	2 0	2 5	14 2	0 0	0 0	0 0	0 0	0 2	5 2	2 0
	Total	25	2	7	16	0	0	0	0	2	7	2
												Total
Incidents of Violence Incidents of rape or attempted Incidents of sexual assault (on Incidents of robbery with a we Incidents of robbery without a Incidents of physical attack on Incidents of physical attack on Incidents of physical attack on Incidents of physical attack on Incidents of threats of physical Incidents of threats of threats of physical Incidents of threats of threats of threats Incidents of threats of threats of threats of threats Incidents of threats of t	ther than rape) eapon a weapon r fight with a we r fight with a fird r fight with a fird r fight without a al attack with a al attack with a al attack withou firearm or explo ullying	ive device eapon earm or explo weapon weapon firearm or ex t a weapon										0 0 0 0 0 0 0 0 0 0 0 0 1 0 0 0 0 0 0 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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
6	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	4	0	2	2	0	0	0	0	0	0
	Female	4	0	2	2	0	0	0	0	0	0
	Total	8	0	4	4	0	0	0	0	0	0
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
Courses	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_... 8/11

Dual Enrollment/Dual Credit Programs	Male	Total students 10	African American 0	Hispanic 5	White 5	Indian or Alaska Native 0	Asian 0	Pacific Islander 0		EL 0	Students with Disabilities 0
riograms	Female	10	0	5	5	0	0	0	0	0	0
	Total	20	0	10	10	0	0	0	0	0	0

'*' 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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.4	Percent 7.5%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.1	13.3%

'-' 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.

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

End of Course

				-		
English I	State Number of ALT2 5,150	State Rate of ALT2 1%	District Number of ALT2 *	District Rate of ALT2 4%	Campus Number of ALT2 *	Campus Rate of ALT2 4%
English II	4,680	1%	-	-	-	-
Algebra I	5,122	1%	*	5%	*	7%
Biology	4,954	1%	*	5%	*	5%
All Grades All Subjects	101,751	1%	23	2%	9	4%
Reading	45,064	1%	10	2%	*	2%
Mathematics	40,350	1%	10	2%	*	7%
Science	16,337	1%	*	2%	*	5%

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group. 1*1 2

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

% Below Basic % At or Above Basic Proficient %	At Advanced
	US 9
Grade 4 Reading Overall 39 34 61 66 30 35 7 Black 52 52 48 48 16 18 2	3
	3
	4 12
White 22 23 78 77 48 45 12 American Indian * 50 * 50 * 19 *	3
American Indian 50 50 15	22
Asian 11 18 89 82 65 57 25 Pacific Islander * 42 * 58 * 25 *	4
Two or More Races 26 28 74 72 38 40 6	4
Econ Disadv 50 47 50 53 19 21 3	3
	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
	4
Asian 4 7 96 93 82 69 44	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/	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 1 ⁻	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/	1
Students with Disabilities 81 68 19 32 3 7 n/	n/a
English Language Learners 66 72 34 28 4 4 n/	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 1 ⁻	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.

'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	40%	*	32%	57%	-	*	-	*	*	*	-

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

'-' Indicates there are no students in the group.

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019