Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: NORTH SHORE MIDDLE

Campus ID: 101910042

District Name: GALENA PARK ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system; The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(ii) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2):

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfori	mance (At Meets Grade Level o	r 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%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	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 [^]											
S. adduction Mate.	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%
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^{&#}x27;\' 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
•	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
-	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percen	t at Approac	hes Gra	ade Leve	l or Abov	e																	
Grade 7																						
Reading	All Students	74%	73%	72%	82%	70%	77%	*	100%	-	*	70%	82%	37%	76%	52%	69%	76%	80%	63%	-	-
ū	CWD	37%	34%	37%	55%	33%	38%	*	-	-	*	31%	73%	37%	-	25%	43%	27%	*	*	-	-
	CWOD	78%	77%	76%	88%	74%	87%	*	100%	-	*	75%	83%	-	76%	54%	72%	80%	*	69%	-	-
	EL	49%	56%	52%	-	51%	*	-	*	-	-	52%	48%	25%	54%	52%	45%	58%	*	33%	-	-
	Male	70%	69%	69%	79%	66%	73%	*	*	-	*	66%	83%	43%	72%	45%	69%	-	*	70%	_	-
	Female	79%	76%	76%	86%	74%	82%	*	100%	-	-	75%	81%	27%	80%	58%	-	76%	*	50%	-	-
Mathematics	All Students	73%	65%	59%	65%	57%	79%	*	*	_	*	58%	65%	38%	63%	50%	61%	57%	*	40%	-	_
	CWD	43%	40%	38%	36%	38%	38%	*	-	-	*	35%	55%	38%	-	37%	36%	42%	*	*	-	-
	CWOD	77%	70%	63%	75%	60%	95%	*	*	-	*	62%	67%	-	63%	52%	66%	60%	-	43%	-	-
	EL	57%	56%	50%	-	50%	*	-	-	_	-	51%	48%	37%	52%	50%	52%	49%	*	40%	-	-
	Male	72%	65%	61%	65%	58%	78%	*	-	-	*	59%	73%	36%	66%	52%	61%	-	*	20%	-	-

	Female	State 75%	District 66%	Campus 57%	Afr Amer 65%	Hispanic 55%	White 80%	Amer Ind *	Asian *	Pac Isl -	Two or More Races	Econ Disadv 58%	Non Econ Disadv 56%	CWD 42%	CWOD 60%	EL 49%	Male -	Female 57%	Migrant -	Homeless 60%	Foster Care	Military -
Grade 8																						
Reading	All Students	84%	82%	80%	82%	80%	78%	*	100%	-	*	80%	83%	45%	85%	62%	76%	85%	*	53%	-	*
	CWD	47%	41%	45%	40%	47%	*	-	.	-	*	40%	61%	45%	-	43%	44%	47%	*	*	-	-
	CWOD	88%	87%	85%	92%	83%	84%	*	100%	-	*	84%	86%	-	85%	65%	82%	87%	*	56%	-	*
	EL	62%	64%	62%	-	62%	-	-	-	-	-	63%	55%	43%	65%	62%	57%	69%	*	33%	-	-
	Male Female	81% 88%	79% 86%	76% 85%	78% 86%	74% 86%	82% 74%	•	*	-	*	74% 85%	81% 85%	44% 47%	82% 87%	57% 69%	76% -	85%	*	57% 50%	-	*
	i ciliale	00 /0	00 /0	03/0	00 /0	00 /0	7470	-		-		03/0	03 /0	47 /0	01 /0	09 /0	-	03 /0		30 /0	-	
Mathematics	All Students	87%	90%	87%	84%	87%	89%	_	100%	_	*	87%	86%	44%	92%	80%	85%	89%	100%	80%	_	*
	CWD	58%	51%	44%	47%	42%	*	-	-	-	*	45%	41%	44%	-	42%	45%	42%	*	*	-	-
	CWOD	90%	94%	92%	91%	91%	91%	-	100%	-	*	91%	92%	-	92%	84%	91%	92%	100%	84%	-	*
	EL	77%	82%	80%	-	79%	-	-	*	-	-	81%	70%	42%	84%	80%	78%	81%	*	80%	-	-
	Male	84%	88%	85%	82%	85%	81%	-	*	-	*	85%	85%	45%	91%	78%	85%	-	*	80%	-	-
	Female	89%	92%	89%	85%	89%	95%	-	100%	-	*	89%	88%	42%	92%	81%	-	89%	100%	80%	-	*
Science	All Students	79%	79%	79%	76%	79%	89%	*	100%	_	*	79%	81%	36%	85%	61%	77%	82%	*	59%	_	*
20.01100	CWD	46%	36%	36%	27%	36%	*	-	-	-	*	31%	50%	36%	-	13%	34%	39%	*	*	-	-
	CWOD	83%	84%	85%	88%	84%	94%	*	100%	-	*	85%	86%	-	85%	67%	85%	84%	*	63%	-	*
	EL	55%	60%	61%	-	61%	-	-	-	-	-	63%	50%	13%	67%	61%	61%	61%	*	33%	-	-
	Male	78%	78%	77%	72%	76%	88%	*	*	-	*	76%	79%	34%	85%	61%	77%	-	*	57%	-	-
	Female	81%	80%	82%	79%	82%	89%	-	*	-	*	82%	83%	39%	84%	61%	-	82%	*	60%	-	*
End of Course	۵																					
Algebra I	All Students	83%	91%	100%	100%	100%	100%	*	*	-	*	100%	100%	*	100%	100%	100%	100%	-	*	-	-
3	CWD	52%	65%	*	-	*	-	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	87%	94%	100%	100%	100%	100%	*	*	-	*	100%	100%	-	100%	100%	100%	100%	-	*	-	-
	EL	73%	84%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	*	*	-	-	-	-
	Male .	79%	88%	100%	*	100%	100%	*	*	-	*	100%	100%	*	100%	*	100%	-	-	*	-	-
	Female	88%	96%	100%	100%	100%	100%	-	*	-	-	100%	100%	-	100%	*	-	100%	-	*	-	-
STAAR Percent	nt at Meets Gi	rade Le	vel or A	bove																		
Reading	All Students	48%	41%	45%	52%	42%	59%	*	89%	-	*	43%	55%	20%	47%	21%	44%	45%	80%	50%	-	-
	CWD	21%	17%	20%	36%	14%	25%	*	-	-	*	17%	36%	20%	-	10%	30%	4%	*	*	-	-
	CWOD	51%	44%	47%	55%	45%	68%	*	89%	-	*	46%	57%	-	47%	22%	46%	49%	*	54%	-	-
	EL Mala	19%	21%	21%	400/	21%		*	*	-	*	22%	14%	10%	22%	21%	20%	22%	*	17%	-	-
	Male Female	44% 52%	40% 43%	44% 45%	49% 57%	41% 42%	59% 59%	*	80%	-		41% 44%	58% 51%	30% 4%	46% 49%	20% 22%	44% -	- 45%	*	70% 17%	-	-
	remale	3270	43%	45%	3170	4270	39%		0076	-	-	44 70	3170	470	4970	2270	-	45%		17 70	-	-
Mathematics	All Students	41%	22%	18%	26%	16%	29%	*	*	-	*	17%	25%	18%	18%	9%	21%	15%	*	0%	-	-
	CWD	22%	17%	18%	27%	15%	13%	*	-	-	*	14%	36%	18%	-	5%	21%	12%	*	*	-	-
	CWOD	44%	22%	18%	25%	16%	35%	*	*	-	*	17%	22%		18%	10%	21%	15%	-	0%	-	-
	EL	22%	14%	9%	-	9%	*	-	-	-	-	9%	15%	5%	10%	9%	10%	8%	*	0%	-	-
	Male Female	41% 42%	22% 21%	21% 15%	27% 24%	18% 14%	33% 20%	*	*	-	-	19% 14%	30% 19%	21% 12%	21% 15%	10% 8%	21%	- 15%	_	0% 0%	-	-
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Grade 8																						
Reading	All Students	53%	46%	47%	53%	45%	50%	*	100%	-	*	44%	57%	17%	50%	15%	39%	55%	*	29%	-	*
	CWD	22%	16%	17%	13%	19%	*	-	-	-	*	13%	28%	17%	-	4%	15%	21%	*	*	-	-
	CWOD	57%	50%	50%	63%	48%	56%	*	100%	-	*	48%	62%	40/	50%	16%	44%	57%	*	31%	-	~
	EL Male	19% 49%	15% 39%	15% 39%	36%	15% 38%	- 41%	*	*	-	*	15% 37%	14% 49%	4% 15%	16% 44%	15% 13%	13% 39%	17%	*	11% 43%	-	-
	Female	58%	54%	55%	67%	52%	58%	_	*	-	*	52%	68%	21%	57%	17%	-	55%	*	20%	-	*
Mathematics		55% 27%	61%	60%	56%	60%	54% *	-	100%	-	*	59%	63%	18%	64%	41%	53%	67%	57% *	50%	-	*
	CWD CWOD	27% 59%	18% 66%	18% 64%	7% 67%	23% 63%	61%	-	100%	-	*	18% 63%	18% 70%	18% -	- 64%	13% 45%	17% 59%	21% 69%	67%	53%	-	*
	EL	36%	43%	41%	-	41%	-	-	*	-	_	42%	70% 30%	13%	45%	45% 41%	37%	46%	67% *	53% 40%	-	_
	Male	52%	57%	53%	42%	54%	38%	_	*	-	*	52%	58%	17%	59%	37%	53%	-	*	60%	_	-
	Female	59%	66%	67%	73%	65%	67%	-	100%	-	*	66%	69%	21%	69%	46%	-	67%	60%	40%	-	*

Science	All Students CWD CWOD EL Male Female	State 50% 23% 53% 20% 50% 50%	District 47% 20% 50% 21% 45% 49%	Campus 51% 20% 55% 23% 48% 53%	Afr Amer 48% 7% 58% - 39% 56%	Hispanic 50% 23% 53% 23% 47% 52%	White 63% * 68% - 65% 61%	Amer Ind * - * - *	Asian 100% - 100% - *	Pac IsI - - - - -	Two or More Races * * *	Econ Disadv 50% 17% 53% 24% 46% 53%	Non Econ Disadv 55% 28% 60% 14% 57% 53%	CWD 20% 20% - 4% 21% 17%	CWOD 55% - 55% 25% 54% 55%	EL 23% 4% 25% 23% 23% 24%	Male 48% 21% 54% 23% 48%	Female 53% 17% 55% 24% - 53%	Migrant * * * * * * * * *	Homeless 24% * 25% 11% 43% 10%	Foster Care - - - - - -	Military - * *
End of Course Algebra I	All Students CWD CWOD EL Male Female	59% 24% 63% 40% 53% 65%	74% 32% 78% 57% 68% 80%	99% * 99% 100% 99%	100% - 100% - * 100%	99% * 99% 100% 98% 100%	100% - 100% - 100% 100%	* - * - *	* - * - *	- - - -	* - * - *	99% * 99% 100% 98% 100%	100% * 100% * 100% 100%	* * - *	99% - 99% 100% 98% 100%	100% - 100% 100% *	99% * 98% * 99%	100% - 100% - 100%	- - - - -	* - * - *	- - - -	-
STAAR Percen Grade 7	t at Masters	Grade I	_evel																			
Reading	All Students CWD CWOD EL Male Female	29% 9% 31% 8% 25% 32%	19% 5% 21% 7% 16% 23%	24% 6% 26% 7% 22% 25%	27% 9% 30% - 26% 29%	22% 6% 23% 7% 20% 23%	36% 0% 45% * 27% 47%	* * * * * * *	78% -78% * *	- - - -	* * - *	22% 3% 24% 8% 20% 25%	31% 18% 32% 0% 33% 28%	6% 6% - 5% 9% 0%	26% - 26% 7% 24% 27%	7% 5% 7% 7% 7% 7%	22% 9% 24% 7% 22%	25% 0% 27% 7% - 25%	80% * * * *	13% * 15% 0% 20% 0%	- - - -	-
Mathematics	All Students CWD CWOD EL Male Female	16% 7% 17% 6% 16%	2% 1% 3% 2% 3% 2%	1% 0% 1% 1% 2% 0%	0% 0% 0% - 0% 0%	1% 0% 1% 1% 2% 1%	4% 0% 5% * 6% 0%	* * * * * * *	* - * - - *	- - - -	* * - *	1% 0% 1% 1% 1%	3% 0% 3% 4% 5% 0%	0% 0% - 0% 0% 0%	1% - 1% 1% 2% 1%	1% 0% 1% 1% 2% 0%	2% 0% 2% 2% 2%	0% 0% 1% 0% - 0%	* - * -	0% * 0% 0% 0%	- - - -	- - - - -
Grade 8 Reading	All Students CWD CWOD EL Male Female	27% 7% 30% 5% 24% 31%	21% 7% 23% 4% 17% 26%	23% 8% 25% 3% 19% 27%	28% 7% 33% - 11% 42%	21% 9% 22% 3% 18% 24%	33% * 38% - 29% 37%	* - * - *	80% - 80% - *	- - - - -	* * * * * *	20% 5% 22% 3% 17% 24%	33% 17% 35% 5% 26% 41%	8% 8% - 0% 10% 0%	25% - 25% 4% 20% 28%	3% 0% 4% 3% 5% 2%	19% 10% 20% 5% 19%	27% 0% 28% 2% - 27%	* * * * *	18% * 19% 11% 29% 10%	- - - -	* - * - - *
Mathematics	All Students CWD CWOD EL Male Female	17% 9% 18% 6% 16% 17%	14% 4% 15% 5% 13% 15%	15% 5% 17% 6% 14% 17%	14% 0% 17% - 11% 18%	15% 7% 16% 5% 14% 16%	11% * 12% - 13% 10%	- - - -	67% - 67% * * 60%	- - - -	* * * * * * *	15% 5% 16% 6% 13% 17%	18% 6% 19% 0% 17% 18%	5% 5% - 4% 5% 5%	17% - 17% 6% 15% 18%	6% 4% 6% 6% 7% 4%	14% 5% 15% 7% 14%	17% 5% 18% 4% - 17%	29% * 33% * * 20%	15% * 16% 10% 30% 0%	- - - -	* - * - *
Science	All Students CWD CWOD EL Male Female	25% 10% 26% 5% 25% 24%	17% 7% 19% 3% 17% 18%	20% 7% 22% 2% 19% 21%	25% 7% 30% - 17% 33%	18% 5% 19% 2% 17% 19%	34% * 35% - 41% 28%	* - * - *	80% - 80% - * *		* * * * * * *	18% 7% 19% 2% 17% 19%	29% 6% 33% 5% 27% 32%	7% 7% - 0% 9% 0%	22% - 22% 3% 21% 22%	2% 0% 3% 2% 3% 2%	19% 9% 21% 3% 19%	21% 0% 22% 2% - 21%	* * * * *	6% * 6% 0% 14% 0%	- - - -	* - * - - *
End of Course Algebra I	All Students CWD CWOD EL Male Female	36% 9% 39% 19% 31% 40%	48% 11% 52% 24% 41% 55%	96% * 96% 86% 96% 97%	100% - 100% - *	96% * 96% 86% 94% 97%	90% - 90% - 100% 80%	* - * - *	* - * - *	- - - -	* - * - *	96% * 96% 83% 94% 97%	98% * 98% * 100% 95%	* * - *	96% - 96% 86% 95% 97%	86% - 86% 86% *	96% * 95% * 96%	97% - 97% * - 97%	- - - - -	* - * - *	- - - -	-

Subjects All Students 75% 75% 75% 80% 75% 83% 83% 83% 83% 80% 83	II Crados		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Militar
CWD 0 81% 81% 81% 85% 81% 81% 81% 81% 81% 81% 81% 81% 81% 81	II Grades	All Students	770/	770/	79%	80%	770/-	030/	Q20/	100%		220/	770/-	220/	110/	030/	61%	75%	Q10/	70%	63%		*
CVOID 15 5 15 25 25 25 25 25	All Subjects									100%												-	_
EL									100%	100%	_											_	*
Maile								*	-	*	_				32%							-	_
Female 60% 61% 6						77%		81%	100%	100%	-	82%										-	-
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Maile Color Colo						90%			*	100%	-	80%										-	*
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CWOD 52% 49% 52% 60% 50% 62% 70% 97% - 83% 50% 61% - 52% 24% 49% 55% 57% 39% - 84% 18% 42% 23% 22% 24% 0% 18% - 52% 61% - 23% 22% 44% 61% - 52% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 22% 24% 61% - 23% 21% 49% 22% 45% - 23% 25% 50% 51% - 23% 25% 51% 51% 51% 51% 59% 14% 55% 24% - 52% 50% 51% 51% - 23% 25% 51% 51% 51% 51% 51% 51% 59% 14% 55% 24% - 52% 50% 51% 51% - 23% 25% 51% 51% 51% 51% 51% 51% 51% 51% 51% 5	All Subjects										-											-	*
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Male 47% 43% 44% 44% 51% 75% 100% - 82% 42% 55% 21% 49% 22% 45% - 29% 51%									-	*	_												_
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CWOD 50% 42% 49% 59% 46% 62% * 93% - 80% 47% 59% - 49% 19% 45% 53% 67% 41% - * EL 23% 25% 18% - 18% * - * * * - * - * 19% 14% 7% 19% 18% 17% 20% * 13% * 19% 14% 17% 19% 18% 17% 20% * 13% * 19% 14% 17% 19% 18% 17% 20% * 13% * 19% 14% 17% 19% 18% 17% 20% * 13% * 19% 14% 17% 19% 18% 17% 42% - * 59% * 19% 14% 17% 19% 18% 17% 42% - * 59% * 19% 14% 17% 19% 18% 17% 42% - * 59% * 19% 14% 19% 18% 17% 42% - * 50% 60% 19% - * * 19% 14% 19% 11% 53% 20% - * 50% 60% 19% - * * 18% 17% 12% 19% 11% 53% 20% - * 50% 60% 19% - * * * 18% 17% 12% 19% 11% 53% 20% - * 50% 60% 19% - * * * 18% 17% 12% 19% 19% 19% 19% 19% 19% 19% 19% 19% 19	Reading	All Students	47%	40%	46%	53%	43%	55%	60%	93%	_	71%	43%	56%	18%	49%	18%	42%	50%	50%	39%	_	*
EL 23% 25% 18% - 18% - 18% * * 19% 14% 7% 19% 18% 17% 20% * 13% * 59% * 59% 14% 59% 11% 53% 20% - * 59% -	· ·	CWD	21%	16%	18%	23%	17%	17%		-	-	*	15%	31%	18%	-	7%	21%	11%	*	*	-	-
Male 43% 35% 42% 43% 40% 51% * 100% - 80% 39% 53% 21% 45% 17% 42% - 50% 60% 19% - * Idathematics All Students 51% 52% 50% 53% 21% 88% - * 188% 59% 11% 53% 20% - 50% 60% 19% - * Idathematics All Students 51% 52% 50% 53% 21% 88% * 188% 28% 20% - 9% 21% 16% - * 50% 50% 39% - * Idathematics CWOD 26% 21% 20% 15% 211% 8% * 18% 28% 20% - 9% 21% 16% - *						59%			*	93%	-	80%		59%		49%			53%		41%	-	*
Hathematics All Students 51% 52% 50% 53% 49% 51% 40% 100% - 30% 39% 59% 11% 53% 20% - 50% 60% 19% - * **CWD 26% 21% 20% 15% 52% 59% *** 100% - *** 18% 28% 20% - 9% 21% 16% *** - * - * * * * * * * * * * * * * *									-	*	-	-										-	-
All Students 51% 52% 50% 53% 49% 51% 52% 59% * 100% - 71% 48% 59% 20% 54% 27% 46% 55% 50% 39% - * CWD 26% 21% 20% 15% 21% 88% * - * * 18% 28% 20% - 54% 29% 51% 57% 66% 45% - * EL 37% 43% 27% - 27% * - * * * * * - * * * * * - * * * * 28% 24% 99% 29% 51% 57% 66% 45% - * * * * * * * * * * * * * * * * * *												80%										-	-
CWD 26% 21% 20% 15% 21% 8% * * * 18% 28% 20% - 9% 21% 16% * * * * 18% 28% 20% - 9% 21% 16% * * * * * 18% 28% 20% - 9% 21% 16% * * * * * 18% 28% 20% - 54% 29% 51% 57% 67% 45% * * 18% 28% 21% 16% * * * * * * 18% 28% 21% 16% * * * * * * 18% 28% 21% 16% * * * * * * * 18% 28% 21% 16% * * * * * * * 18% 28% 21% 16% *		⊦emale	51%	46%	50%	63%	47%	58%	*	86%	-	*	48%	59%	11%	53%	20%	-	50%	60%	19%	-	*
CWOD 54% 55% 54% 61% 52% 59% * 100% - 80% 52% 63% - 54% 29% 51% 57% 67% 45% - * EL 37% 43% 27% - 27% * - 27% * 28% 24% 9% 29% 27% 26% 28% * 27% Female 51% 54% 55% 67% 52% 58% * 100% - 80% 44% 57% 21% 51% 26% 46% - * Female 51% 54% 55% 67% 52% 58% * 100% - 80% 44% 57% 21% 51% 26% 46% - * Female 51% 54% 55% 67% 52% 58% * 100% - 80% 52% 61% 16% 57% 28% - 55% 60% 31% - * Cicience All Students 53% 50% 51% 48% 50% 63% * 100% - * 50% 55% 20% 55% 23% 48% 53% * 24% - * CWD 25% 20% 20% 7% 23% * * 17% 28% 20% - 4% 21% 17% * * CWOD 56% 53% 55% 58% 53% 68% * 100% - * 53% 60% - 55% 25% 54% 55% * 25% - * EL 26% 31% 23% - 23% 23% 24% 14% 4% 25% 23% 23% 23% 24% * 11% Male 53% 49% 48% 39% 47% 65% * * 246% 14% 4% 25% 23% 23% 23% 24% * 11% Female 53% 51% 53% 56% 52% 61% - * 46% 57% 21% 55% 24% - 53% * 10% - * * ** ** ** ** ** ** ** **	lathematics								40%	100%	-									50%		-	*
EL 37% 43% 27% - 27% * - * - 28% 24% 9% 29% 27% 26% 28% * 27% * A7% * A7% EN ANDERSON SET										1000/	-									670/		-	-
Male 50% 50% 46% 40% 46% 44% * 100% - 80% 44% 57% 21% 51% 26% 46% - * 47% Female 51% 54% 55% 67% 52% 58% * 100% - * 53% 61% 16% 57% 28% - 55% 60% 31% - * * * * * * * * * * * * * * * * * *									-	100%	-	80%								۳/۵ *		-	
Female 51% 54% 55% 67% 52% 58% * 100% - * 53% 61% 16% 57% 28% - 55% 60% 31% - * Science All Students 53% 50% 51% 48% 50% 63% * 100% - * 50% 55% 20% 55% 20% 55% 23% 48% 53% * 24% - * CWD 25% 20% 20% 7% 23% * * 17% 28% 20% - 4% 21% 17% * * CWOD 56% 53% 55% 58% 53% 68% * 100% - * 53% 60% - 55% 25% 54% 55% * 25% - * EL 26% 31% 23% - 23% 24% 14% 4% 25% 23% 23% 24% * 11% Male 53% 49% 48% 39% 47% 65% * * - * 46% 57% 21% 54% 23% 48% - * 43% Female 53% 51% 53% 56% 52% 61% - * * 53% 53% 53% 17% 55% 24% - 53% * 10% - * * AR Percent at Masters Grade Level Grades									*	100%	-	80%								*		-	-
All Students 53% 50% 51% 48% 50% 63% * 100% - * 50% 55% 20% 55% 23% 48% 53% * 24% - * CWD 25% 20% 20% 7% 23% * * 17% 28% 20% - 4% 21% 17% * * CWOD 56% 53% 55% 58% 53% 68% * 100% - * 53% 60% - 55% 25% 54% 55% * 25% - * EL 26% 31% 23% - 23% 23% 24% 14% 4% 25% 23% 23% 24% * 11% Male 53% 49% 48% 39% 47% 65% * * - * 46% 57% 21% 54% 23% 48% - * 43% - Female 53% 51% 53% 56% 52% 61% - * - * 53% 53% 53% 17% 55% 24% - 53% * 10% - * * * * * * * * * * * * * * * * * *									*		-	*						4 070		60%		-	*
CWD 25% 20% 7% 23% * * 17% 28% 20% - 4% 21% 17% * * CWOD 56% 53% 55% 58% 53% 68% * 100% - * 53% 60% - 55% 25% 54% 55% * 25% - * EL 26% 31% 23% - 23% 24% 14% 4% 25% 23% 23% 24% * 11% Male 53% 49% 48% 39% 47% 65% * * - * 46% 57% 21% 54% 23% 48% - * 43% Female 53% 51% 53% 56% 52% 61% - * - * 53% 53% 17% 55% 24% - 53% * 10% - * * * * * * * * * * * * * * * * * *											-							-		00 /0		-	
CWOD 56% 53% 55% 58% 53% 68% * 100% - * 53% 60% - 55% 25% 54% 55% * 25% - * EL 26% 31% 23% - 23% 24% 14% 4% 25% 23% 23% 24% * 11% Male 53% 49% 48% 39% 47% 65% * * - * 46% 57% 21% 54% 23% 48% - * 43% Female 53% 51% 53% 56% 52% 61% - * - * 53% 53% 17% 55% 24% - 53% * 10% - * * * * * * * * * * * * * * * * * *	cience							63%	*	100%	-	*								*	24%	-	*
EL 26% 31% 23% - 23% 24% 14% 4% 25% 23% 23% 24% * 11% Male 53% 49% 48% 39% 47% 65% * * - * 46% 57% 21% 54% 23% 48% - * 43% Female 53% 51% 53% 56% 52% 61% - * - * 53% 53% 17% 55% 24% - 53% * 10% - * AR Percent at Masters Grade Level Grades								*	-	-	-	*								*	*	-	-
Male 53% 49% 48% 39% 47% 65% * * - * 46% 57% 21% 54% 23% 48% - * 43% Female 53% 51% 53% 56% 52% 61% - * - * 53% 53% 53% 17% 55% 24% - 53% * 10% - * AR Percent at Masters Grade Level Grades								68%	*	100%	-	*								*		-	*
Female 53% 51% 53% 56% 52% 61% - * - * 53% 53% 17% 55% 24% - 53% * 10% - * AR Percent at Masters Grade Level Grades								- CE0/	-	-	-	-								*		-	-
AR Percent at Masters Grade Level Grades									•	*	-	*								*		-	-
Grades		remale	53%	51%	53%	50%	52%	01%	-	-	-	-	53%	53%	17%	55%	∠4 %	-	ე კ%	-	10%	-	
	AR Percen	t at Masters	Grade l	Level																			
	Grades II Subjects	All Students	23%	18%	21%	24%	20%	28%	42%	76%	_	12%	19%	29%	6%	23%	5%	19%	24%	32%	14%	_	*

								_		_	Two or	_	Non									
				_	Afr			Amer		Pac	More	Econ	Econ		014/07						Foster	
	OMD	State		Campus	Amer	Hispanic		Ind *	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male			Homeless	Care	Military
	CWD	8%	5%	6% 22%	4%	7%	4%		700/	-	0%	5%	11%	6%	-	2%	8%	1%	0%	0%	-	-
	CWOD	25%	20%	23%	29%	21%	32%	50%	76% *	-	17%	21%	32%	-	23%	5%	21%	25%	43%	16%	-	
	EL	11%	13%	5%	400/	4%		-		-	-	5%	3%	2%	5%	5%	5%	4%	0%	5%	-	-
	Male	22%	16%	19%	16%	18%	27%	63%	94%	-	9%	17%	28%	8%	21%	5%	19%	- 0.40/	29%	24%	-	-
	Female	24%	20%	24%	33%	22%	29%	-	56%	-	17%	22%	31%	1%	25%	4%	-	24%	33%	5%	-	-
Reading	All Students	20%	13%	23%	27%	21%	35%	40%	79%	-	0%	21%	32%	7%	25%	5%	20%	26%	50%	15%	-	*
Ü	CWD	7%	4%	7%	8%	7%	0%	*	-	-	*	4%	17%	7%	-	2%	10%	0%	*	*	-	-
	CWOD	22%	14%	25%	32%	23%	41%	*	79%	-	0%	23%	34%	-	25%	6%	22%	28%	67%	17%	-	*
	EL	8%	9%	5%	-	5%	*	-	*	-	-	6%	2%	2%	6%	5%	6%	5%	*	7%	-	-
	Male	17%	11%	20%	19%	19%	28%	*	100%	-	0%	18%	29%	10%	22%	6%	20%	-	*	24%	-	-
	Female	23%	16%	26%	37%	23%	42%	*	57%	-	*	24%	34%	0%	28%	5%	-	26%	60%	6%	-	*
Mathematics	All Students	26%	25%	20%	21%	19%	19%	40%	71%	_	29%	18%	27%	5%	22%	5%	18%	22%	25%	18%	_	*
	CWD	11%	5%	5%	0%	7%	0%	*	-	_	*	4%	7%	5%	-	2%	6%	2%	*	*	_	_
	CWOD	28%	27%	22%	26%	20%	22%	*	71%	-	40%	20%	30%	-	22%	5%	20%	24%	33%	21%	-	*
	EL	16%	19%	5%	-	4%	*	_	*	-	-	5%	4%	2%	5%	5%	6%	3%	*	7%	_	_
	Male	25%	24%	18%	12%	17%	21%	*	86%	-	20%	15%	28%	6%	20%	6%	18%	-	*	29%	-	_
	Female	26%	26%	22%	31%	21%	17%	*	57%	-	*	21%	26%	2%	24%	3%	-	22%	20%	6%	-	*
Science	All Students	24%	17%	20%	25%	18%	34%	*	80%	_	*	18%	29%	7%	22%	2%	19%	21%	*	6%	_	*
Ocience	CWD	8%	5%	7%	7%	5%	*	_	-	_	*	7%	6%	7%	-	0%	9%	0%	*	*	_	_
	CWOD	26%	18%	22%	30%	19%	35%	*	80%	_	*	19%	33%	-	22%	3%	21%	22%	*	6%	_	*
	EL	7%	8%	2%	-	2%	-	_	-	_	_	2%	5%	0%	3%	2%	3%	2%	*	0%	_	_
	Male	25%	17%	19%	17%	17%	41%	*	*	_	*	17%	27%	9%	21%	3%	19%	-	*	14%	_	_
	Female	23%	17%	21%	33%	19%	28%	-	*	-	*	19%	32%	0%	22%	2%	-	21%	*	0%	-	*

Indicates results are masked due to small numbers to protect student confidentiality. 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	77	72	77	76	100	93	-	57	75	62	75
CWD	62	52	67	38	*	-	-	*	58	62	60
CWOD	78	76	78	84	*	93	-	40	77	-	77
EL	75	-	75	*	-	*	-	-	75	60	75
Male	76	74	76	71	*	100	-	60	75	66	73
Female	77	69	77	82	*	86	-	*	76	55	78
Mathematics											
All Students	72	78	71	73	*	82	-	79	71	55	65
CWD	55	63	54	54	*	-	-	*	55	55	52
CWOD	74	81	73	77	*	82	-	100	73	-	66
EL	65	-	65	*	-	*	-	-	64	52	65
Male	72	74	72	72	*	100	-	90	71	60	68
Female	71	82	70	74	*	64	-	*	72	43	61

Part (iii)(II): Graduation Rate

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

Federal Graduation Rates			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
4-year Longitudinal Cohort Grad	luation Rate	(Gr 9-12):	Class of 20	18									
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.

(ÉL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
457	108	24%

^{&#}x27;A' 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 C	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	49	52	48	55	61	91	-	55	48	22	30
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)

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

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

^{*}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.

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

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)

Participation Ra	te	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%

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

Blank cells above represent student group indicators that do not meet the minimum size criteria.

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

	CWD CWOD EL Male Female	Campus 100% 100% 100% 100%	African American 100% 100% - 100% 100%	Hispanic 100% 100% 100% 100% 100%	White 100% 100% * 100% 100%	American Indian * 100% - 100% *	Asian - 100% * 100% 100%	Pacific Islander - - - - -	Two or More Races 100% 100% - 100% 100%	Econ Disadv 100% 100% 100% 100%	Non Econ Disadv 100% 100% 100% 100%	CWD 100% - 100% 100% 99%	CWOD - 100% 100% 100% 100%	EL 100% 100% 100% 100%	Male 100% 100% 100% 100%	Female 99% 100% 100%	Migrant 100% 100% 100% 100% 100%
Reading	All Students CWD CWOD EL Male Female	100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% 100%	100% 100% 100% 100% 100% 100%	100% 100% 100% * 100% 100%	100% * * - * *	100% - 100% * 100% 100%	- - - - -	100% * 100% - 100% *	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% - 100% 100% 100%	100% - 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% - 100%	100% * 100% * 100%
Mathematics	All Students CWD CWOD EL Male Female	100% 100% 100% 100% 100% 100%	100% 100% 100% - 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% * 100% 100%	100% * * - * *	100% - 100% * 100% 100%	- - - -	100% * 100% - 100% *	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% - 100% 100% 100%	100% - 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% - 100%	100% * 100% * 100%
Science Non-Participatio	All Students CWD CWOD EL Male Female	100% 99% 100% 100% 100%	100% 100% 100% - 100% 100%	100% 98% 100% 100% 100%	100% 100% - 100% 100%	* - * - *	100% - 100% - *	- - - - -	* * * * * * *	100% 98% 100% 100% 100%	100% 100% 100% 100% 100%	99% 99% - 100% 100% 95%	100% - 100% 100% 100% 100%	100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 95% 100% 100% - 100%	* * * * *
All Subjects	All Students CWD CWOD EL Male Female	0% 0% 0% 0% 0%	0% 0% 0% - 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% * 0%	0% * 0% - 0% *	0% - 0% * 0% 0%	- - - -	0% 0% 0% - 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% - 0% 0% 1%	0% - 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 1% 0% 0% - 0%	0% 0% 0% 0% 0%
Reading	All Students CWD CWOD EL Male Female	0% 0% 0% 0% 0%	0% 0% 0% - 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% * 0% 0%	0% * * - *	0% - 0% * 0% 0%	- - - -	0% * 0% - 0% *	0% 0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% - 0% 0% 0%	0% - 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% - 0%	0% * 0% * *
Mathematics	All Students CWD CWOD EL Male Female	0% 0% 0% 0% 0%	0% 0% 0% - 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% * 0% 0%	0% * * - *	0% - 0% * 0% 0%	- - - -	0% * 0% - 0% *	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% - 0% 0% 0%	0% - 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% - 0%	0% * 0% * *
Science	All Students CWD CWOD EL Male Female	0% 1% 0% 0% 0%	0% 0% 0% - 0% 0%	0% 2% 0% 0% 0%	0% * 0% - 0% 0%	* - * -	0% - 0% - *	- - - -	* * * * * * *	0% 2% 0% 0% 0% 0%	0% 0% 0% 0% 0%	1% 1% - 0% 0% 5%	0% - 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 0% 0% 0% 0%	0% 5% 0% 0% - 0%	* * * * *

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

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

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 Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions	Male	139	29	101	E	2	0	0	0	41	
		105	29 11	92	5 2	2 0	0 0	0 0	2 0	32	
	Female	244	40	92 193	7	2	0	0	2	32 73	
Out-of-School Suspensions	Total	244	40	193	,	2	U	U	2	13	
Out-oi-School Suspensions	Male	52	10	40	2	0	0	0	0	10	
	Female	32	7	25	0	0	0	0	0	4	
	Total	84	, 17	65	2	0	0	0	0	14	
Expulsions	iotai	04	17	03	_	O	O	Ū	O	17	
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
= 44541.5.14. 55. 1.555	Female	Ö	Ö	Ö	Ö	Ö	Ö	Ö	0	Ö	
	Total	0	Ö	Ö	Ö	0	Ö	Ō	0	Ö	
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	
Otradanta With Disabilities	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities											
In-School Suspensions	Mala	26	0	26	2	0	0	0	0	11	0
	Male Female	36 13	8 8	26 5	2 0	0 0	0 0	0 0	0 0	14 2	0
	Total	49	0 16	31	2	0	0	0	0	16	0
Out-of-School Suspensions	iolai	49	10	31	2	U	U	U	U	10	O
Out-oi-School Suspensions	Male	17	4	13	0	0	0	0	0	10	0
	Female	6	4	2	0	0	0	0	0	0	0
	Total	23	8	15	0	0	0	0	0	10	Ö
Expulsions	Total	20	Ü	.0	·	Ü	·	Ü	Ŭ		· ·
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	Ö	Ö	Ö	Ö	Ö	ő	Õ	Ö	ő	0
	Total	0	Ō	0	0	0	Ō	0	0	Ō	0
Without Educational Services	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	Islander	Two or More Races	EL	Students with with Disabilities Disabilities (Section 504)
	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	84	14	65	5	0	0	0	0	23	23 8
	Female	84	11	71	2	0	0	0	0	17	8 5
	Total	168	25	136	7	0	0	0	0	40	31 13

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	61
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

Total

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
r roconcorr rogramo	Male	-	-	-	_	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

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

Part (ix): Teacher Quality Data

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

	All S	School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 19.9	Percent 21.2%		
Teachers Teaching with Emergency or Provisional Credentials	2.9	3.3%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	8.0	9.0%		

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

Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	19	1%	-	-
Mathematics	5,880	1%	19	1%	-	-
Grade 4 Reading	6,312	2%	13	1%	-	-

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

Mathematics	State Number of ALT2 6,311	State Rate of ALT2 2%	District Number of ALT2 13	District Rate of ALT2 1%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Grade 5 Reading	6,133	1%	18	1%	-	-
Mathematics	6,131	1%	18	1%	-	-
Science	6,133	1%	18	1%	-	-
Grade 6 Reading	6,038	1%	19	1%	-	-
Mathematics	6,036	1%	19	1%	-	-
Grade 7 Reading	5,616	1%	20	1%	7	1%
Mathematics	5,616	2%	20	2%	7	2%
Grade 8 Reading	5,251	1%	18	1%	7	1%
Mathematics	5,254	2%	18	1%	7	1%
Science	5,250	1%	18	1%	7	1%
End of Course English I	5,150	1%	20	1%	-	-
English II	4,680	1%	22	1%	-	-
Algebra I	5,122	1%	20	1%	-	-
Biology	4,954	1%	20	1%	-	-
All Grades All Subjects	101,751	1%	332	1%	35	1%
Reading	45,064	1%	149	1%	14	1%
Mathematics	40,350	1%	127	1%	14	1%
Science	16,337	1%	56	1%	7	1%

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

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

			% Belov	<i>w</i> Basic	% At or Ab	ove Basic	% At or Abo	ve Proficient	% At Ad	% At Advanced		
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US		

			% Belo	w Basic	% At or Al	ove Basic	% At or Abo	ve Proficient	% At A	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
0.000		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		•							12	
		White	22 *	23	78 *	77	48 *	45	1∠ *	12
		American Indian		50		50		19		3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
	Mathomatico	Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		•							-	
		White	8	11	92 *	89	59 *	52	16 *	12
		American Indian		33		67		24		4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
			2 0		*	59	*	19	*	
		American Indian	0	41					44	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
			*		90 *	55	/ I *	21	30 *	
		Pacific Islander		45 27						4
		Two or More Races	25	27	75 50	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	Subject	Student Group	Rate
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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

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

There is no data for this campus.

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