## **Texas Education Agency**

2018-19 Federal Report Card for Texas Public Schools

Campus Name: LOMA PARK EL

Campus ID: 015905112

District Name: EDGEWOOD 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	e ESSA Go	bals						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perform	nance (At Meets Grade Level of	or Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54% 66%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 66% 73% 80% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 78% 82% 87% 82% 82% 85% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 54% 54% 61% 61% 69% 77%	33% 33% 43% 55% 67% 36% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate* Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

\*\* 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 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status ince Status (Percent at Meets Grade Level or Above)

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including-(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
-	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools; A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

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

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

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the sc Part A funds are identified for comprehensive support and improvement. ed 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 Approache	s Grade	Level or A	Above																		
Grade 3																						
Reading	All Students	75%	61%	67%	*	68%	-		-	-	-	66%	*	29%	69%	68%	70%	64%	-	*	*	*
-	CWD	49%	32%	29%	-	29%	-		-	-	-	29%	-	29%	-	*	*	20%	-	*	-	-
	CWOD	79%	65%	69%	*	70%	-	-	-	-	-	69%	*	-	69%	72%	71%	68%	-	-	*	*
	EL	69%	65%	68%	*	70%	-	-	-	-	-	68%	-	*	72%	68%	71%	65%	-	-	-	-
	Male	73%	61%	70%	*	71%	-		-	-	-	70%	-	*	71%	71%	70%	-	-	*	-	*
	Female	78%	62%	64%	*	65%	-	-	-	-	-	63%	*	20%	68%	65%	-	64%	-	-	*	-
Mathematics	All Students	78%	64%	63%	*	63%	-	-		-	-	64%	*	14%	67%	87%	79%	52%	-			*
	CWD	52%	27%	14%	-	14%	-		-	-	-	14%	-	14%	-	*	*	0%	-	*	-	-
	CWOD	81%	68%	67%	*	67%	-		-	-	-	67%	*	-	67%	93%	80%	56%	-	-	*	*
	EL	75%	71%	87%	*	87%	-	-	-	-	-	87%	-	*	93%	87%	93%	82%	-	-	-	-
	Male	78%	68%	79%	*	78%	-		-	-	-	79%	-	*	80%	93%	79%	-	-	*	-	*
	Female	78%	60%	52%	*	52%	-	-	-	-	-	52%	*	0%	56%	82%	-	52%	-	-	*	-
Grade 4																						
Reading	All Students	74%	50%	47%		47%	-				-	48%	*	20%	49%	45%	44%	51%	*	*		
	CWD	44%	29%	20%	-	20%	-	-	-	-	-	*	*	20%	-	*	*	*	-	-	-	-

Female 7 Mathematics All Students 7 CWD 4 CWD 7 EL 6 Male 7 Female 7 Grade 5 Reading All Students 8 CWD 8	71% 77% 74% 46% 78% 69% 74% 74% 86% 55% 89% 77% 83%	48% 52% 49% 27% 51% 50% 52% 45%	44% 51% 38% 0% 40% 35% 44%	-	44% 51% 38%	-	-		-	-	46%	*	*	45%	35%	44%		-	*	-	-
Grade 5 Reading All Students 8 CWD 5 CWOD 8	86% 55% 89% 77%		30%	-	0% 40% 35% 44% 30%	- - - -	-	-	-	-	51% 39% * 41% 37% 46% 30%	- * * *	* 0% - * *	54% 40% - 38% 47% 31%	57% 35% 38% 35% 35% 36%	- 44% * 47% 35% 44%	51% 30% 31% 36% - 30%	* - * - * - *	* - * *	-	-
Male 8	88%	72% 42% 74% 66% 66% 77%	68% 50% 70% 61% 64% 72%	- - * *	69% 50% 71% 63% 65% 72%	-	-	-	-	-	68% 50% 69% 61% 64% 71%	- + - -	50% 50% - 40%	70% - 70% 62% 67% 72%	61% * 62% 61% 47% 71%	- 64% 40% 67% 47% 64%	72% * 72% 71% - 72%		-	-	-
Mathematics All Students 8 CWD 6 CWOD 9 EL 8 Male 8	89% 68% 92% 85% 88% 90%	75% 52% 77% 80% 73% 78%	71% 75% 71% 77% 66% 75%	* - * *	72% 75% 71% 79% 67% 75%		-			-	71% 75% 70% 77% 66% 75%	* - - -	75% 75% - 60%	71% 71% 76% 67% 74%	77% * 76% 77% 67% 85%	66% 60% 67% 67% 66%	75% 74% 85% - 75%	-	-	-	-
Science All Students 7 CWD 4 CWOD 7 EL 6 Male 7	74% 45% 77% 60% 74% 73%	51% 32% 53% 51% 50% 52%	51% 63% 51% 33% 55% 48%	* - * *	52% 63% 51% 34% 57% 48%					-	51% 63% 50% 33% 55% 47%	* - - -	63% 63% - * 60% *	51% 51% 32% 55% 47%	33% * 32% 33% 33% 33%	55% 60% 55% 33% 55%	48% * 33% - 48%	-			
STAAR Percent at Meets Grade Le	evel or	Above																			
Grade 3 Reading All Students 4 CWD 2 CWOD 4 EL 33 Male 4	44% 26% 46% 35% 41% 47%	25% 13% 26% 29% 27% 23%	31% 14% 32% 39% 34% 28%	* * * *	30% 14% 32% 40% 33% 28%		-				31% 14% 32% 39% 34% 28%	* * - *	14% 14% - * * 0%	32% - 32% 41% 33% 30%	39% * 41% 39% 43% 35%	34% * 33% 43% 34%	28% 0% 30% 35% - 28%	-	* - - *	* * - *	* - - * -
CWD 3 CWOD 5 EL 4 Male 4	48% 30% 50% 41% 49% 46%	27% 17% 29% 31% 33% 22%	32% 14% 33% 39% 45% 23%	* - * * *	32% 14% 33% 40% 44% 23%						32% 14% 34% 39% 45% 23%	* * - *	14% 14% * * 0%	33% - 33% 41% 44% 25%	39% * 39% 43% 35%	45% * 44% 43% 45%	23% 0% 25% 35% - 23%	-	* - - *	* * - *	* * - *
CWD 2 CWOD 4 EL 3 Male 4	43% 24% 46% 30% 41% 46%	20% 23% 20% 18% 20% 20%	15% 0% 16% 10% 14% 16%		15% 0% 16% 10% 14% 16%		-			-	15% * 16% 10% 15% 16%	* * * *	0% 0% * *	16% - 16% 10% 15% 17%	10% * 10% 6% 14%	14% * 15% 6% 14%	16% * 17% 14% - 16%	* - - - *	* - * *		
Mathematics All Students 4 CWD 2 CWOD 4 EL 3 Male 4	46% 27% 49% 39% 48% 45%	24% 23% 24% 25% 27% 20%	17% 0% 18% 16% 22% 11%		17% 0% 18% 16% 22% 11%						18% * 19% 17% 23% 11%	* * * -	0% 0% * *	18% - 18% 17% 23% 11%	16% * 17% 16% 18% 14%	22% * 23% 18% 22%	11% * 11% 14% - 11%	* * - *	* * * *		
CWD 2 CWOD 5 EL 3 Male 5	53% 27% 56% 36% 50% 56%	28% 22% 28% 24% 24% 32%	29% 38% 28% 25% 30% 28%	* - * *	29% 38% 28% 26% 30% 28%	-	-		-	-	28% 38% 27% 25% 30% 27%	* - - -	38% 38% - 40%	28% - 28% 24% 29% 28%	25% * 24% 25% 20% 29%	30% 40% 29% 20% 30%	28% * 28% 29% - 28%	-		-	-
Mathematics All Students 5 CWD 3 CWOD 6 EL 4 Male 5	57% 31% 60% 46% 56% 57%	31% 25% 32% 39% 28% 35%	30% 38% 29% 31% 34% 27%	* - * *	30% 38% 30% 32% 35% 27%		-			-	29% 38% 29% 31% 34% 25%	* - - *	38% 38% - 40%	29% 29% 30% 33% 26%	31% * 30% 31% 27% 35%	34% 40% 33% 27% 34%	27% 26% 35% -	-	-	-	
CWD 2 CWOD 5 EL 3 Male 5	48% 27% 50% 31% 50% 45%	23% 24% 23% 25% 23% 22%	24% 38% 23% 11% 26% 23%	* - * *	25% 38% 23% 11% 26% 23%						24% 38% 22% 11% 26% 22%	* - - *	38% 38% - * 40%	23% - 23% 9% 24% 23%	11% * 9% 11% 0% 19%	26% 40% 24% 0% 26%	23% * 19% 	-			
STAAR Percent at Masters Grade	Level																				
CWD 1 CWOD 2 EL 1 Male 2	27% 10% 29% 19% 24% 29%	12% 5% 12% 15% 13% 10%	16% 0% 17% 23% 21% 11%	* - * *	15% 0% 16% 23% 20% 12%						16% 0% 17% 23% 21% 12%	* - - -	0% 0% * *	17% - 17% 24% 22% 13%	23% * 24% 23% 36% 12%	21% * 22% 36% 21% -	11% 0% 13% 12% - 11%		* - - * -	* * - *	* - * -
CWD 1 CWOD 2 EL 1 Male 2	24% 12% 25% 18% 26% 22%	10% 8% 10% 9% 12% 8%	11% 0% 12% 6% 19% 5%	* * * *	11% 0% 12% 7% 20% 5%				- - - -		11% 0% 12% 6% 19% 5%	* * - *	0% 0% * *	12% - 12% 7% 20% 5%	6% * 7% 6% 14% 0%	19% * 20% 14% 19% -	5% 0% 5% - 5%		* - - *	* * - *	* - - * -
CWD 2 CWOD 2 EL 1 Male 2	21% 8% 23% 12% 20% 23%	7% 3% 7% 4% 7% 6%	5% 0% 5% 6% 3%		5% 0% 5% 6% 3%		-				5% * 7% 6% 3%	* * * *	0% 0% * *	5% - 5% 7% 6% 3%	6% * 7% 6% 6% 7%	6% * 6% 6% -	3% * 3% 7% - 3%	* - - *	• • • •	-	- - - -
Mathematics All Students 2 CWD 1 CWOD 2 EL 2 Male 2	27% 13% 29% 20% 29% 25%	12% 6% 12% 10% 14% 9%	2% 0% 2% 0% 4% 0%		2% 0% 2% 0% 4% 0%			- - - -			2% * 0% 4% 0%	* * * *	0% 0% * *	2% - 2% 0% 4% 0%	0% * 0% 0% 0%	4% * 0% 4% -	0% * 0% 0%	* - - - *	• • •		
CWD 9 CWOD 3 EL 1 Male 2	29% 9% 31% 14% 26% 31%	9% 7% 10% 7% 8% 10%	13% 25% 13% 8% 9% 18%	* - * *	14% 25% 13% 9% 9% 18%		-		-	-	13% 25% 12% 8% 9% 16%	* * - *	25% 25% - 20%	13% - 13% 6% 7% 17%	8% * 6% 8% 0% 14%	9% 20% 7% 0% 9%	18% * 17% 14% - 18%	-	-	-	
Mathematics All Students 3	36% 14%	14% 5%	13% 13%	* -	13% 13%	:	:	:	:	:	12% 13%	* -	13% 13%	13% -	20% *	- 11% 0%	14% *	-	-	:	-

	CWOD EL Male Female	State 38% 24% 36% 35%	District 14% 21% 14% 14%	Campus 13% 20% 11% 14%	Afr Amer * *	Hispanic 13% 21% 11% 14%	White - - - -	Amer Ind - - - -	Asian - - - -	Pac Isl - - -	Two or More Races - - - -	Econ Disadv 12% 20% 11% 13%	Non Econ Disadv * - - *	<b>CWD</b> - * 0% *	CWOD 13% 18% 12% 13%	EL 18% 20% 20% 20%	Male 12% 20% 11%	Female 13% 20% - 14%	Migrant - - - -	Homeless - - - - -	Foster Care - - - -	Military - - - -
Science	All Students CWD CWOD EL Male Female	23% 11% 25% 11% 25% 21%	7% 10% 6% 8% 6%	7% 0% 7% 0% 11% 4%	* - * *	7% 0% 7% 0% 11% 4%	- - - -				-	7% 0% 7% 11% 4%	* - - -	0% 0% - * 0%	7% - 7% 0% 12% 4%	0% * 0% 0% 0%	11% 0% 12% 0% 11% -	4% * 4% 0% - 4%		-		
STAAR Percen	nt at Approache	es Grade I	evel or A	bove																		
All Grades All Subjects	All Students CWD CWOD EL Male Female	77% 46% 81% 62% 74% 80%	60% 31% 64% 57% 56% 64%	59% 40% 60% 58% 60% 58%	33% 33% 20% 43% *	59% 40% 61% 59% 60% 58%			- - - -		-	59% 41% 60% 59% 61% 57%	44% * 57% * 80%	40% 40% - 29% 44% 35%	60% 60% 61% 59%	58% 29% 60% 58% 53% 62%	60% 44% 61% 53% 60%	58% 35% 59% 62% - 58%	* - - - *	33% * * *	* - - - *	* - * -
Reading	All Students CWD CWOD EL Male Female	73% 39% 78% 54% 69% 78%	56% 25% 61% 50% 51% 62%	62% 35% 63% 58% 59% 64%	* - * *	62% 35% 64% 59% 60% 64%	- - - -				-	62% 37% 63% 59% 60% 63%	* * * *	35% 35% - 17% 40% 30%	63% 63% 61% 60% 66%	58% 17% 61% 58% 50% 65%	59% 40% 60% 50% 59%	64% 30% 66% 65% - 64%	* - - *	* * * *	* * - *	* - * -
Mathematics	All Students CWD CWOD EL Male Female	81% 53% 84% 72% 79% 82%	63% 37% 67% 65% 61% 66%	59% 35% 60% 67% 63% 55%	* - * *	59% 35% 60% 67% 62% 55%			- - - -			59% 37% 61% 68% 63% 55%	* * * *	35% 35% - 33% 40% 30%	60% 60% 69% 64% 57%	67% 33% 69% 67% 63% 71%	63% 40% 64% 63% -	55% 30% 57% 71% - 55%	* - - - *	* * * *	* - - - *	* * - *
Science	All Students CWD CWOD EL Male Female	80% 51% 84% 61% 79% 81%	62% 36% 66% 55% 60% 64%	51% 63% 51% 33% 55% 48%	* - * *	52% 63% 51% 34% 57% 48%		-			-	51% 63% 50% 33% 55% 47%	* - - *	63% 63% - - 60% *	51% - 51% 32% 55% 47%	33% * 32% 33% 33% 33%	55% 60% 55% 33% 55% -	48% * 33% - 48%				
STAAR Percen	nt at Meets Gra	de Level c	r Above																			
All Grades All Subjects	All Students CWD CWOD EL Male Female	49% 24% 52% 29% 47% 52%	28% 18% 29% 24% 26% 30%	26% 23% 26% 24% 29% 23%	22% - 22% 0% 29% *	26% 23% 26% 25% 29% 23%				-	-	26% 24% 26% 24% 29% 23%	33% * 43% * 60%	23% 23% - 21% 32% 13%	26% 26% 24% 29% 24%	24% 21% 24% 24% 21% 27%	29% 32% 29% 21% 29%	23% 13% 24% 27% - 23%	* - - - *	33% * * *	* - - -	* - * -
Reading	All Students CWD CWOD EL Male Female	47% 21% 50% 23% 43% 51%	26% 16% 27% 19% 23% 29%	25% 20% 26% 24% 26% 25%	* - * * *	25% 20% 26% 25% 26% 25%		-	-	-	-	25% 21% 26% 25% 26% 25%	* * * *	20% 20% 17% 30% 10%	26% 26% 25% 25% 26%	24% 17% 25% 24% 22% 27%	26% 30% 25% 22% 26%	25% 10% 26% 27% - 25%	* * - *	* * * *	* * - *	* - * -
Mathematics	All Students CWD CWOD EL Male Female	51% 26% 54% 37% 50% 51%	30% 22% 31% 30% 28% 31%	27% 20% 28% 29% 33% 21%	* - * *	27% 20% 28% 29% 33% 21%						27% 21% 28% 29% 34% 21%	* * * *	20% 20% 17% 30% 10%	28% 28% 30% 34% 22%	29% 17% 30% 29% 28% 29%	33% 30% 34% 28% 33%	21% 10% 22% 29% - 21%	* - - *	* * * *	* * - *	* - * -
Science	All Students CWD CWOD EL Male Female	53% 25% 56% 26% 53% 53%	29% 16% 30% 22% 29% 28%	24% 38% 23% 11% 26% 23%	* - * *	25% 38% 23% 11% 26% 23%			- - - -			24% 38% 22% 11% 26% 22%	* * - *	38% 38% - - 40% *	23% - 23% 9% 24% 23%	11% * 9% 11% 0% 19%	26% 40% 24% 0% 26%	23% * 19% 23%		- - - -		- - - -
STAAR Percer	nt at Masters G	rade Leve	I																			
All Grades All Subjects	All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24%	9% 6% 9% 9% 9%	10% 6% 10% 9% 11% 8%	11% - 11% 0% 14% *	10% 6% 10% 9% 11% 9%						10% 7% 10% 9% 11% 8%	22% * 29% * *	6% 6% - 14% 4% 9%	10% - 9% 12% 8%	9% 14% 9% 10% 8%	11% 4% 12% 10% 11% -	8% 9% 8% - 8%	* - - - *	0% * * *	* * - *	* - * -
Reading	All Students CWD CWOD EL Male Female	20% 7% 22% 8% 17% 23%	7% 5% 7% 6% 7%	12% 10% 12% 12% 12% 12%	* - * * *	12% 10% 12% 13% 11% 12%	- - - -	-				12% 11% 12% 12% 12% 11%	* * * *	10% 10% - 17% 10% 10%	12% - 12% 12% 12% 12%	12% 17% 12% 12% 13% 12%	12% 10% 12% 13% 12%	12% 10% 12% 12% - 12%	* - - -	* * * *	* * - *	* - * -
Mathematics	All Students CWD CWOD EL Male Female	26% 11% 28% 16% 25% 26%	13% 8% 13% 12% 12% 13%	9% 5% 9% 11% 7%	* - * *	9% 5% 9% 11% 7%	- - - -					9% 5% 9% 11% 7%	* * * *	5% 5% - 17% 0% 10%	9% - 9% 9% 12% 7%	9% 17% 9% 9% 11% 8%	11% 0% 12% 11% 11% -	7% 10% 7% - 7%	* - - *	* * * *	* * - *	* - * -
Science	All Students CWD CWOD EL Male Female	24% 8% 26% 7% 25% 23%	7% 7% 5% 9% 6%	7% 0% 7% 0% 11% 4%	* - * *	7% 0% 7% 0% 11% 4%	- - - -	-	- - - - -		-	7% 0% 7% 0% 11% 4%	* - - -	0% 0% - * 0%	7% - 7% 0% 12% 4%	0% * 0% 0% 0%	11% 0% 12% 0% 11% -	4% * 4% 0% - 4%				

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	48	*	48	-	-	-	-	-	48	80	32
CWD	80	-	80	-	-	-	-	-	78	80	*
CWOD	46	*	46	-	-	-	-	-	46	-	26
EL	32	*	33	-	-	-	-	-	31	*	32
Male	51	*	51	-	-	-	-	-	51	80	43
Female	45	-	45	-	-	-	-	-	44	80	21
Mathematics											
All Students	45	*	45	-	-	-	-	-	45	41	48

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
CWD	41	-	41	-	-	-	-	-	45	41	*
CWOD	45	*	45	-	-	-	-	-	45	-	48
EL	48	*	48	-	-	-	-	-	49	*	48
Male	40	*	39	-	-	-	-	-	40	33	44
Female	51	-	51	-	-	-	-	-	50	50	53

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 Gra	duation Rate	e (Gr 9-12):	Class of 20	18									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

'..' '^' Indicates there are no students in the group. 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
158	9	6%

·^י Indicates data reporting does not meet for Minimum Size.

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

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

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

Student Success (Student Achie			Hispanic STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	22	32	-	-	-	-	-	32	23	30
School Quality (College, Career,	and Militar	/ Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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	N		N						N		N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N		N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	000/	N	000/	700/	070/	700/	700/	N	000/	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met Mathematics	N		Ν						N		N
	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Interim Goals (2018-2022) Target Met	40% N	31%	40% N	59%	43%	0270	50%	34 %	36% N	23%	40% N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N 5470	4170	4970 N	03 /6	5576	0370	5776	0176	43% N	34 /0	49% N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	0470	N	1070	0070	0070	0070	0070	N	4070	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N			• · · ·			N		N
English Learner Language Profic Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met	iency Statu	S									36% N 38% N 40% N 40% N
Federal Graduation Status <sup>A</sup>											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'+'

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria. 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). •^

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	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate	9	Campus	American	пізрапіс	winte	inulan	Asiaii	Islander	Races	Disauv	Disauv	CWD	CWOD	CL	Wale	remale	wigram
All Subjects	All Students	99%	100%	99%	-	-	-		-	99%	100%	100%	99%	100%	100%	99%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	99%	100%	99%	-	-	-	-	-	99%	100%	-	99%	100%	100%	99%	*
	EL	100%	100%	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	99%	*	99%	-	-	-	-	-	99%	100%	100%	99%	100%	-	99%	*
Reading	All Students	99%	*	99%						99%	*	100%	99%	100%	100%	99%	*
Reading	CWD	100%		100%						100%	*	100%	-	100%	100%	100%	
	CWOD	99%	*	99%	-	-	-	-	-	99%	*	100 %	99%	100%	100%	99%	*
	EL	100%	*		-	-	-	-	-	100%	*				100%		
		100%		100% 100%	-	-	-	-	-		•	100%	100% 100%	100%	100%	100%	-
	Male		*		-	-	-	-	-	100%		100%		100%		-	-
	Female	99%	*	99%	-	-	-	-	-	99%	*	100%	99%	100%	-	99%	*
Mathematics	All Students	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	99%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	100%	*	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	99%	*
	EL	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	-
	Female	99%	*	99%	-	-	-	-	-	99%	*	100%	99%	100%	-	99%	*
Science	All Students	99%	*	99%	-	-	-	-	-	99%	*	100%	99%	100%	100%	98%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	*	-
	CWOD	99%	*	99%	_	_	_	-	_	99%	*		99%	100%	100%	98%	_
	EL	100%	*	100%	-	-	-		-	100%		*	100%	100%	100%	100%	-
			*	100%	-	-	-	-	-		-	100%				100 %	-
	Male	100%			-	-	-	-		100%	-	100%	100%	100%	100%		-
Non-Participation	Female Rate	98%	-	98%	-	-	-	-	-	98%			98%	100%	-	98%	-
All Cubicate	All Ctudente	49/	0%	1%						10/	0%	0%	1%	0%	0%	1%	*
All Subjects	All Students CWD	1% 0%		0%	-	-	-	-	-	1%	0%	0%				0%	
			-		-	-	-	-	-	0%			-	0%	0%		-
	CWOD	1%	0%	1%	-	-	-	-	-	1%	0%		1%	0%	0%	1%	•
	EL	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	1%	*	1%	-	-	-	-	-	1%	0%	0%	1%	0%	-	1%	*
Reading	All Students	1%	*	1%	-	-	-	-	-	1%	*	0%	1%	0%	0%	1%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	1%	*	1%	-	-	-	-	-	1%	*	-	1%	0%	0%	1%	*
	EL	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	1%	*	1%	-	-	-	-	-	1%	*	0%	1%	0%	-	1%	*
Mathematics	All Students	0%	*	0%						0%	*	0%	0%	0%	0%	1%	*
wathematics					-	-	-	-	-								
	CWD	0%	-	0%	-	-	-	-	-	0%	Î.	0%	-	0%	0%	0%	-
	CWOD	0%	î.	0%	-	-	-	-	-	0%	Ĵ.		0%	0%	0%	1%	•
	EL	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	1%	*	1%	-	-	-	-	-	1%	*	0%	1%	0%	-	1%	*
Science	All Students	1%	*	1%	-	-	-	-	-	1%	*	0%	1%	0%	0%	2%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-
	CWOD	1%	*	1%	-	-	-	-	-	1%	*	-	1%	0%	0%	2%	-
	EL	0%	*	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	*	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	-	-
	Female	2%	-	2%	-	-	-	-	-	2%	*	*	2%	0%	-	2%	-
		- / 0		- /0						270				0.0		270	

 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)

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions		40										
	Male Female	13	2	11	0	0	0	0	0	0		
		2	0	2	0	0	0	0	0	0		
<u> </u>	Total	15	2	13	0	0	0	0	0	0		
Out-of-School Suspensions												
	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		
Expulsions												
With 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		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	Ó	0	0	Ó	0	0	0	0	0		
Under Zero Tolerance Policies	Male	Ō	ō	ō	ō	ō	ō	ō	0	ō		
	Female	0	0	ō	0	0	0	ō	0	ō		
	Total	õ	ŏ	Ő	õ	õ	õ	Ő	ŏ	õ		
School-Related Arrests	Iotal	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	ő	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Iotai	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Male	0	0	0	•	0	•	0	•	~		
		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	2	0	2	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	0		2
	Total	4	0	4	0	0	0	0	0	0		2
Out-of-School Suspensions	iotai	4	U	4	U	U	U	U	U	U		2
out-or-ochoor ouspensions	Male	2	0	2	0	0	0	0	0	0		0
										0		
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0		0

		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)
	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	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
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