Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools
Campus Name: MEMORIAL H S
Campus ID: 015905003
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 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 Performance (At Meets Grade Level 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%
	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^												
	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;

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 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 Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	52%	**50%**	50%	50%	*	-	40%	*	40%	51%	47%	16%	57%	37%	42%	61%	*	36%	60%	-
	CWD	27%	21%	**16%**	*	16%	*	-	-		15%	25%	16%	16%	-	17%	18%	13%	*	*	*	-
	CWOD	71%	57%	**57%**	60%	57%	*	-	40%	*	40%	58%	54%	-	57%	39%	47%	68%	*	40%	*	-
	EL	34%	39%	**37%**	-	37%	*	-	40%	-	*	38%	20%	17%	39%	37%	27%	48%	*	*	-	-
	Male	60%	44%	**42%**	29%	42%	*	-	*	*	*	42%	35%	18%	47%	27%	42%	-	*	20%	*	-
	Female	73%	60%	**61%**	71%	60%	*	-	*	*	*	60%	64%	13%	68%	48%	-	61%	*	*	*	-
English II	All Students	67%	49%	**49%**	33%	49%	*	-	63%	*	40%	48%	62%	16%	54%	30%	42%	57%	*	42%	-	-
	CWD	27%	17%	**16%**	*	15%	*	-	*		*	16%	14%	16%	-	18%	20%	10%	*	*	-	-
	CWOD	72%	54%	**54%**	50%	54%	*	-	63%	*	*	53%	74%	-	54%	31%	46%	64%	*	40%	-	-
	EL	30%	29%	**30%**	-	27%	*	-	67%	-	*	31%	*	18%	31%	30%	31%	28%	*	*	-	-
	Male	62%	44%	**42%**	33%	41%	*	-	67%	*	*	42%	47%	20%	46%	31%	42%	-	*	29%	-	-
	Female	73%	55%	**57%**	*	58%	*	-	*	*	*	56%	76%	10%	64%	28%	-	57%	*	60%	-	-
Algebra I	All Students	83%	72%	**68%**	67%	68%	*	-	*	*	*	68%	74%	46%	73%	63%	59%	79%	-	50%	100%	-
	CWD	52%	43%	**46%**	*	47%	-	-	-	-	-	47%	*	46%	-	38%	49%	41%	-	*	*	-
	CWOD	87%	76%	**73%**	75%	73%	*	-	*	*	*	73%	81%	-	73%	67%	62%	85%	-	40%	*	-

	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
EL	73%	72%	63%	-	61%	*	-	*	-	*	63%	*	38%	67%	63%	53%	76%	-	*	*	-
Male	79%	64%	59%	*	59%	*	-	*	-	*	59%	55%	49%	62%	53%	59%	-	-	40%	*	-
Female	88%	80%	79%	100%	78%	*	-	-	*	-	78%	100%	41%	85%	76%	-	79%	-	*	*	-

Biology

	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
All Students	87%	75%	73%	89%	72%	*	-	100%	-	*	73%	83%	40%	79%	66%	66%	81%	*	78%	100%	-
CWD	60%	43%	40%	*	40%	-	-	-	-	-	39%	*	40%	-	33%	41%	38%	*	*	*	-
CWOD	90%	80%	79%	100%	78%	*	-	100%	-	*	79%	81%	-	79%	71%	72%	86%	*	83%	*	-
EL	68%	68%	66%	-	63%	*	-	*	-	*	65%	*	33%	66%	66%	64%	68%	-	*	-	-
Male	84%	70%	66%	*	65%	*	-	*	-	*	66%	60%	41%	72%	64%	66%	-	-	67%	*	-
Female	90%	80%	81%	100%	80%	*	-	*	-	-	80%	100%	38%	86%	68%	-	81%	*	*	*	-

STAAR Percent at Meets Grade Level or Above
End of Course

English I

	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
All Students	48%	29%	29%	36%	29%	*	-	20%	*	0%	29%	21%	8%	33%	11%	23%	35%	*	21%	40%	-
CWD	15%	10%	8%	*	8%	*	-	-	*	-	9%	0%	8%	-	0%	11%	3%	*	*	*	-
CWOD	53%	32%	33%	*	33%	*	-	20%	*	0%	33%	27%	-	33%	12%	26%	41%	*	20%	*	-
EL	14%	17%	11%	-	11%	*	-	20%	-	*	11%	0%	0%	12%	11%	4%	17%	*	*	-	-
Male	42%	23%	23%	14%	24%	*	-	*	*	*	24%	10%	11%	26%	4%	23%	-	*	20%	*	-
Female	56%	35%	35%	57%	35%	*	-	*	*	*	35%	36%	3%	41%	17%	-	35%	*	*	*	-

English II

	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
All Students	48%	27%	28%	11%	28%	*	-	38%	*	20%	28%	29%	10%	31%	9%	23%	33%	*	17%	-	-
CWD	16%	10%	10%	*	9%	*	-	-	*	*	11%	0%	10%	-	9%	12%	7%	*	*	-	-
CWOD	52%	29%	31%	17%	31%	*	-	38%	*	*	30%	37%	-	31%	9%	25%	37%	*	10%	-	-
EL	11%	8%	9%	*	7%	*	-	33%	-	*	9%	*	9%	9%	9%	11%	5%	*	*	-	-
Male	42%	22%	23%	17%	23%	*	-	50%	*	*	23%	24%	12%	25%	11%	23%	-	-	0%	-	-
Female	55%	32%	33%	*	35%	*	-	*	*	*	33%	35%	7%	37%	5%	-	33%	*	40%	*	-

Algebra I

	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
All Students	59%	41%	44%	33%	43%	*	-	*	*	*	43%	53%	23%	48%	34%	33%	56%	-	38%	80%	-
CWD	24%	17%	23%	*	23%	-	-	-	*	-	22%	*	23%	-	13%	23%	23%	-	*	*	-
CWOD	63%	45%	48%	38%	48%	*	-	*	*	*	47%	56%	-	48%	37%	35%	61%	-	20%	*	-
EL	40%	38%	34%	-	32%	*	-	*	-	-	34%	*	13%	37%	34%	22%	48%	-	*	-	-
Male	53%	34%	33%	*	33%	*	-	*	*	*	33%	36%	23%	35%	22%	33%	-	-	40%	*	-
Female	65%	49%	56%	60%	55%	*	-	-	*	-	55%	75%	23%	61%	48%	-	56%	-	*	*	-

Biology

	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
All Students	60%	36%	33%	33%	33%	*	-	20%	-	*	33%	33%	10%	37%	12%	28%	38%	*	56%	0%	-
CWD	24%	14%	10%	*	10%	-	-	-	-	-	11%	*	10%	-	0%	13%	5%	-	*	*	-
CWOD	64%	40%	37%	43%	37%	*	-	20%	-	*	37%	38%	-	37%	13%	32%	42%	*	50%	*	-
EL	24%	24%	12%	-	10%	*	-	*	-	*	12%	*	0%	13%	12%	5%	18%	-	*	-	-
Male	58%	33%	28%	*	29%	*	-	*	-	*	28%	30%	13%	32%	5%	28%	-	-	50%	*	-
Female	62%	39%	38%	33%	37%	*	-	*	-	-	38%	33%	5%	42%	18%	-	38%	*	*	*	-

STAAR Percent at Masters Grade Level
End of Course

English I

	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
All Students	10%	2%	2%	0%	2%	*	-	0%	*	0%	2%	3%	4%	1%	0%	2%	2%	*	14%	0%	-
CWD	3%	3%	4%	*	4%	*	-	-	*	-	4%	0%	4%	-	0%	5%	3%	*	*	*	-
CWOD	11%	2%	1%	0%	1%	*	-	0%	*	0%	1%	4%	-	1%	0%	1%	2%	*	10%	*	-
EL	1%	0%	0%	-	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	*	*	-	-
Male	7%	2%	2%	0%	2%	*	-	*	*	*	2%	0%	5%	1%	0%	2%	-	*	10%	*	-
Female	14%	2%	2%	0%	2%	*	-	*	*	*	2%	7%	3%	2%	0%	-	2%	*	*	*	-

English II

	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
All Students	8%	1%	2%	0%	2%	*	-	0%	*	0%	2%	0%	4%	1%	1%	2%	1%	*	8%	-	-
CWD	4%	6%	4%	*	5%	*	-	-	*	*	5%	0%	4%	-	9%	5%	3%	*	*	-	-
CWOD	8%	1%	1%	0%	1%	*	-	0%	*	*	1%	0%	-	1%	0%	1%	1%	*	0%	-	-
EL	0%	1%	1%	*	1%	*	-	0%	-	*	1%	*	9%	0%	1%	2%	0%	*	*	-	-
Male	6%	2%	2%	0%	2%	*	-	0%	*	*	2%	0%	5%	1%	2%	2%	-	*	0%	-	-
Female	10%	1%	1%	*	1%	*	-	*	*	*	1%	0%	3%	1%	0%	-	1%	*	20%	*	-

Algebra I

	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
All Students	36%	21%	23%	11%	22%	*	-	*	*	*	23%	26%	13%	25%	12%	17%	30%	-	25%	0%	-
CWD	9%	9%	13%	*	13%	-	-	-	*	-	14%	*	13%	-	13%	18%	5%	-	*	*	-
CWOD	39%	23%	25%	13%	24%	*	-	*	*	*	24%	31%	-	25%	12%	16%	34%	-	0%	*	-
EL	19%	17%	12%	-	11%	*	-	*	-	-	11%	*	13%	12%	12%	8%	17%	-	*	-	-
Male	31%	18%	17%	*	16%	*	-	*	*	*	16%	27%	18%	16%	8%	17%	-	-	40%	*	-
Female	40%	25%	30%	20%	30%	*	-	-	*	-	30%	25%	5%	34%	17%	-	30%	*	*	*	-

Biology

	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
All Students	24%	7%	8%	11%	8%	*	-	20%	-	*	8%	17%	5%	9%	4%	9%	7%	*	11%	0%	-
CWD	6%	4%	5%	*	5%	-	-	-	-	-	5%	*	5%	-	0%	5%	5%	-	*	*	-
CWOD	26%	7%	9%	14%	8%	*	-	20%	-	*	8%	19%	-	9%	4%	10%	7%	*	0%	*	-
EL	4%	4%	4%	-	3%	*	-	*	-	-	4%	*	0%	4%	4%	0%	8%	-	*	-	-
Male	24%	8%	9%	*	10%	*	-	*	-	*	9%	20%	5%	10%	0%	9%	-	-	17%	*	-
Female	25%	6%	7%	17%	6%	*	-	*	-	-	7%	11%	5%	7%	8%	-	7%	*	*	*	-

STAAR Percent at Approaches Grade Level or Above
All Grades

All Subjects

	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
All Students	77%	60%	58%	62%	58%	75%	-	68%	*	50%	58%	63%	27%	64%	45%	50%	68%	57%	51%	87%	-
CWD	46%	31%	27%	20%	27%	*	-	-	*	-	27%	29%	27%	-	25%	30%	23%	*	50%	*	-
CWOD	81%	64%	64%	73%	64%	86%	-	68%	*	45%	64%	71%	-	64%	48%	55%	74%	80%	50%	92%	-
EL	62%	57%	45%	*	44%	83%	-	69%	-	*	46%	38%	25%	48%	45%	40%	52%	*	44%	-	-
Male	74%	56%	50%	37%	50%	86%	-	69%	*	50%	50%	47%	30%	55%	40%	50%	-	*	36%	83%	-
Female	80%	64%	68%	81%	67%	67%	-	67%	*	50%	67%	81%	23%	74%	52%	-	68%	67%	73%	89%	-

Reading

	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
All Students	73%	56%	50%	45%	50%	63%	-	54%	*	40%	49%	54%	16%	56%	34%	42%	59%	50%	40%	60%	-
CWD	39%	25%	16%	14%	16%	*	-	-	*	-	15%	20%	16%	-	17%	19%	12%	*	33%	*	-
CWOD	78%	61%	56%	56%	56%	83%	-	54%	*	33%	55%	64%	-	56%	36%	47%	66%	*	42%	*	-
EL	54%	50%	34%	*	33%	*	-	55%	-	*	35%	13%	17%	36%	34%	29%	40%	*	*	-	-
Male	69%	51%	42%	31%	42%	*	-	56%	*	*	42%	41%	19%	47%	29%	42%	-	*	24%	*	-
Female	78%	62%	59%	60%	59%	60%	-	*	*	50%	58%	71%	12%	66%	40%	-	59%	60%	67%	*	-

Mathematics

	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
All Students	81%	63%	68%	67%	68%	*	-	*	*	*	68%	74%	46%	73%	63%	59%	79%	-	50%	100%	-
CWD	53%	37%	46%	*	47%	*	-	-	*	-	47%	*	46%	-	38%	49%	41%	-	*	*	-
CWOD	84%	67%	73%	75%	73%	*	-	*	*	*	73%	81%	-	73%	67%	62%	85%	-	40%	*	-
EL	72%	65%	63%	-	61%	*	-	*	-	*	63%	*	38%	67%	63%	53%	76%	-	*	-	-
Male	79%	61%	59%	*	59%	*	-	*	*	*	59%	55%	49%	62%	53%	59%	-	-	40%	*	-
Female	82%	66%	79%	100%	78%	*	-	-	*	-	78%	100%	41%	85%	76%	-	79%	*	*	*	-

Science

	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
All Students	80%	62%	73%	89%	72%	*	-	100%	-	-	73%	83%	40%	79%	66%	66%	81%	*	78%	100%	-
CWD	51%	36%	40%	*	40%	-	-	-	-	-	39%	*	40%	-	33%	41%	38%	-	*	*	-
CWOD	84%	66%	79%	100%	78%	*	-	100%	-	-	79%	81%	-	79%	71%	72%	86%	*	83%	*	-
EL	61%	55%	66%	-	63%	*	-	*	-	*	65%	*	33%	71%	66%	64%	68%	-	*	-	-
Male	79%	60%	66%	*	65%	*	-	*	-	*	66%	60%	41%	72%	64%	66%	-	-	67%	*	-
Female	81%	64%	81%	100%	80%	*	-	*	-	-	80%	100%	38%	86%	68%	-	81%	*	*	*	-

STAAR Percent at Meets Grade Level or Above
All Grades

All Subjects

	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
All Students	49%	28%	32%	31%	32%	38%	-	32%	*	17%	32%	31%	12%	36%	14%	26%	39%	29%	32%	40%	-
CWD	24%	18%	12%	0%	12%	*	-	-	*	*	13%	5%	12%	-	5%	14%	8%	*	50%	*	-
CWOD	52%	29%	36%	40%	36%	43%	-	32%	*	9%	36%	38%	-	36%	15%	29%	44%	40%	23%	42%	-
EL	29%	24%	14%	*	13%	33%	-	31%	-	*	15%	8%	5%	15%	14%	10%	20%	*	11%	-	-
Male	47%	26%	26%	16%	26%	14%	-	31%	*	33%	26%	23%	14%	29%	10%	26%	-	*	25%	17%	-
Female	52%	30%	39%	43%	39%	56%	-	33%	*	0%	39%	42%	8%	44%	20%	-	39%	33%	40%	56%	-

Reading

	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
All Students	47%	26%	28%	27%	28%	25%	-	31%	*	10%	29%	25%	9%	32%	10%	23%	34%	33%	20%	40%	-
CWD	21%	16%	9%	0%	9%	*	-	-	*	*	10%	0%	9%	-	4%	12%	4%	*	33%	*	-
CWOD	50%	27%	32%	38%	32%	33%	-	31%	*	0%	32%	32%	-	32%	10%	26%	39%	*	16%	*	-
EL	23%	19%	10%	*	9%	*	-	27%	-	*	10%	0%	4%	10%	10%	8%	12%	*	*	-	-
Male	43%	23%	23%	15%	23%	*	-	33%	*	*	24%	16%	12%	26%	8%	23%	-	*	12%	*	-
Female	51%	29%	34%	40%	35%	40%	-	*	*	0%	34%	35%	4%	39%	12%	-	34%	40%	33%	*	-

Mathematics

	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
All Students	51%	30%	44%	33%	43%	*	-	*	*	*	43%	53%	23%	48%	34%	33%	56%	-	38%	80%	-
CWD	26%	22%	23%	*	23%	-	-	-	*	-	22%	*	23%	-	13%	23%	23%	-	*	*	-
CWOD	54%	31%	48%	38%	48%	*	-	*	*	*	47%	56%	-	48%	37%	35%	61%	-	20%	*	-
EL	37%	30%	34%	-	32%	*	-	*	-	-	34%	*	13%	37%	34%	22%	48%	-	*	-	-
Male	50%	28%	33%	*	33%	*	-	*	*	*	33%	36%	23%	35%	22%	33%	-	-	40%	*	-
Female	51%	31%	56%	60%	55%	*	-	-	*	-	55%	75%	23%	61%	48%	-	56%	-	*	*	-

Science

	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
All Students	53%	29%	33%	33%	33%	*	-	20%	-	*	33%	33%	10%	37%	12%	28%	38%	*	56%	0%	-
CWD	25%	16%	10%	*	10%	-	-	-	-	-	11%	*	10%	-	0%	13%	5%	-	*	*	-

	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
CWOD	56%	30%	**37%**	43%	37%	*	-	20%	*	*	37%	38%	-	37%	13%	32%	42%	*	50%	*	-
EL	26%	22%	**12%**	-	10%	*	-	*	-	-	12%	*	0%	13%	12%	5%	18%	-	*	-	-
Male	53%	29%	**28%**	*	29%	*	-	*	-	*	28%	30%	13%	32%	5%	28%	-	-	50%	-	-
Female	53%	28%	**38%**	33%	37%	*	-	*	-	-	38%	33%	5%	42%	18%	-	38%	*	*	*	-

STAAR Percent at Masters Grade Level

All Grades

Subject	Group	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
All Subjects	All Students	23%	9%	**7%**	5%	7%	6%	-	11%	*	8%	7%	9%	6%	7%	3%	6%	8%	0%	15%	0%	-
	CWD	8%	6%	**6%**	0%	6%	*	-	-	*	7%	7%	0%	6%	-	5%	8%	4%	*	42%	*	-
	CWOD	25%	9%	**7%**	7%	7%	7%	-	11%	*	9%	7%	11%	-	7%	3%	6%	9%	0%	3%	0%	-
	EL	11%	8%	**3%**	*	3%	0%	-	13%	*	*	3%	8%	5%	3%	3%	2%	5%	*	0%	-	-
	Male	22%	9%	**6%**	0%	6%	14%	-	8%	*	17%	6%	9%	8%	6%	2%	6%	-	*	14%	0%	-
	Female	24%	9%	**8%**	10%	8%	0%	-	17%	*	0%	8%	8%	4%	9%	5%	-	8%	0%	13%	0%	-
Reading	All Students	20%	7%	**2%**	0%	2%	0%	-	0%	*	0%	2%	1%	4%	1%	0%	2%	2%	0%	12%	0%	-
	CWD	7%	5%	**4%**	0%	4%	*	-	-	*	5%	5%	0%	4%	-	4%	5%	3%	*	33%	*	-
	CWOD	22%	7%	**1%**	0%	1%	0%	-	0%	*	0%	1%	2%	-	1%	0%	1%	1%	*	5%	*	-
	EL	8%	5%	**0%**	*	0%	*	-	0%	-	*	0%	0%	4%	0%	0%	1%	0%	*	*	-	-
	Male	17%	6%	**2%**	0%	2%	*	-	0%	*	*	2%	0%	5%	1%	1%	2%	-	*	6%	*	-
	Female	23%	7%	**2%**	0%	2%	0%	-	*	*	0%	1%	3%	5%	2%	0%	-	2%	0%	22%	*	-
Mathematics	All Students	26%	13%	**23%**	11%	22%	*	-	*	*	*	23%	26%	13%	25%	12%	17%	30%	-	25%	0%	-
	CWD	11%	8%	**13%**	*	13%	-	-	-	-	-	14%	*	13%	-	13%	18%	5%	-	*	*	-
	CWOD	28%	13%	**25%**	13%	24%	*	-	*	*	*	24%	31%	-	25%	12%	16%	34%	-	0%	*	-
	EL	16%	12%	**12%**	-	11%	*	-	*	-	-	11%	*	13%	12%	12%	8%	17%	-	*	-	-
	Male	25%	12%	**17%**	*	16%	*	-	*	*	*	16%	27%	18%	16%	8%	17%	-	-	40%	*	-
	Female	26%	13%	**30%**	20%	30%	*	-	*	*	-	30%	25%	5%	34%	17%	-	30%	-	*	*	-
Science	All Students	24%	7%	**8%**	11%	8%	*	-	20%	-	*	8%	17%	5%	9%	4%	9%	7%	*	11%	0%	-
	CWD	8%	7%	**5%**	*	5%	-	-	-	-	-	5%	*	5%	-	0%	5%	5%	*	*	*	-
	CWOD	26%	7%	**9%**	14%	8%	*	-	20%	-	*	8%	19%	-	9%	4%	10%	7%	*	0%	*	-
	EL	7%	5%	**4%**	-	3%	*	-	*	-	-	4%	*	0%	4%	4%	0%	8%	-	*	-	-
	Male	25%	9%	**9%**	*	10%	*	-	*	-	*	9%	20%	5%	10%	0%	9%	-	-	17%	*	-
	Female	23%	6%	**7%**	17%	6%	*	-	*	-	-	7%	11%	5%	7%	8%	-	7%	*	*	*	-

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

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)

Academic Growth Score	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Reading											
All Students	64	*	63	*	-	*	*	*	64	66	71
CWD	66	*	66	*	-	-	-	*	64	66	83
CWOD	63	*	63	*	-	*	*	*	64	-	69
EL	71	*	69	-	-	*	-	-	71	83	71
Male	61	*	59	*	-	*	*	*	60	63	65
Female	67	*	67	*	-	-	-	*	70	73	83
Mathematics											
All Students	71	*	70	*	-	-	-	*	70	50	63
CWD	50	-	50	-	-	-	-	-	50	50	*
CWOD	74	*	74	*	-	-	-	*	73	-	66
EL	63	-	63	*	-	-	-	-	63	*	63
Male	61	*	61	*	-	-	-	*	61	55	45
Female	79	*	79	*	-	-	-	-	79	43	81

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	85.7%	100.0%	85.5%	50.0%	-	100.0%	-	100.0%	84.3%	69.4%	78.8%	45.5%	0.0%
CWD	69.4%	100.0%	68.6%	-	-	-	-	-	67.7%	69.4%	85.7%	25.0%	0.0%
CWOD	87.6%	100.0%	87.5%	50.0%	-	100.0%	-	100.0%	86.3%	-	77.8%	50.0%	-
EL	78.8%	-	78.0%	-	-	100.0%	-	-	77.3%	85.7%	78.8%	100.0%	-
Male	82.9%	100.0%	82.6%	0.0%	-	100.0%	-	-	81.0%	64.0%	74.3%	46.7%	0.0%
Female	89.6%	100.0%	89.3%	100.0%	-	-	-	100.0%	88.6%	81.8%	88.2%	42.9%	-

'*'   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

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
193	18	9%

'^'   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.

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	32	33	32	40	-	37	*	25	32	15	21
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	57%	44%	58%	*	-	*	-	*	56%	46%	34%

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

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	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	N	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						Y	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

English Learner Language Proficiency Status

	EL +
Interim Goals (2018-2022)	36%
Target Met	N
Interim Goals (2023-2027)	38%
Target Met	N
Interim Goals (2028-2032)	40%
Target Met	N
Long-Term Goals	40%
Target Met	N

Federal Graduation Status^

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N

'+' 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																	
All Subjects	All Students	98%	93%	98%	100%	-	100%	*	100%	97%	99%	99%	97%	99%	98%	98%	100%
	CWD	99%	100%	99%	*	-	-	-	*	99%	100%	99%	-	100%	99%	99%	*
	CWOD	97%	90%	97%	100%	-	100%	*	100%	97%	99%	-	97%	99%	97%	97%	100%
	EL	99%	*	99%	100%	-	100%	-	*	99%	100%	100%	99%	99%	99%	99%	*
	Male	98%	85%	98%	100%	-	100%	*	100%	98%	98%	99%	97%	99%	98%	-	*
	Female	98%	100%	97%	100%	-	100%	*	100%	97%	100%	99%	97%	99%	-	98%	100%
Reading	All Students	97%	87%	97%	100%	-	100%	*	100%	97%	100%	99%	97%	100%	97%	97%	100%
	CWD	99%	100%	99%	*	-	-	-	*	99%	100%	99%	-	100%	99%	99%	*
	CWOD	97%	81%	97%	100%	-	100%	*	100%	97%	100%	-	97%	100%	97%	97%	*
	EL	100%	*	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	100%	100%	*
	Male	97%	77%	98%	*	-	100%	*	*	97%	100%	99%	97%	100%	97%	-	*
	Female	97%	100%	97%	100%	-	100%	*	100%	97%	100%	99%	97%	100%	-	97%	100%
Mathematics	All Students	98%	100%	98%	*	-	*	*	*	98%	100%	100%	98%	97%	98%	99%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	98%	100%	98%	*	-	*	*	*	98%	100%	-	98%	97%	97%	99%	-
	EL	97%	-	97%	*	-	*	-	-	97%	*	100%	97%	97%	97%	97%	-
	Male	98%	*	98%	*	-	*	-	*	98%	100%	100%	97%	97%	98%	-	-
	Female	99%	100%	99%	*	-	-	*	-	99%	100%	100%	99%	97%	-	99%	-
Science	All Students	98%	100%	98%	*	-	100%	-	*	98%	95%	100%	98%	97%	98%	98%	*
	CWD	100%	*	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	98%	100%	98%	*	-	100%	-	*	98%	94%	-	98%	97%	98%	98%	*
	EL	97%	-	97%	*	-	*	-	-	97%	*	100%	97%	97%	98%	97%	-
	Male	98%	*	98%	*	-	*	-	*	98%	90%	100%	98%	98%	98%	-	-
	Female	98%	100%	98%	*	-	*	-	-	98%	100%	100%	98%	97%	-	98%	*
Non-Participation Rate																	
All Subjects	All Students	2%	7%	2%	0%	-	0%	*	0%	3%	1%	1%	3%	1%	2%	2%	0%
	CWD	1%	0%	1%	*	-	-	-	*	1%	0%	1%	-	0%	1%	1%	*
	CWOD	3%	10%	3%	0%	-	0%	*	0%	3%	1%	-	3%	1%	3%	3%	0%
	EL	1%	*	1%	0%	-	0%	-	*	1%	0%	0%	1%	1%	1%	1%	*
	Male	2%	15%	2%	0%	-	0%	*	0%	2%	2%	1%	3%	1%	2%	-	*
	Female	2%	0%	3%	0%	-	0%	*	0%	3%	0%	1%	3%	1%	-	2%	0%
Reading	All Students	3%	13%	3%	0%	-	0%	*	0%	3%	0%	1%	3%	0%	3%	3%	0%
	CWD	1%	0%	1%	*	-	-	-	*	1%	0%	1%	-	0%	1%	1%	*
	CWOD	3%	19%	3%	0%	-	0%	*	0%	3%	0%	-	3%	0%	3%	3%	*
	EL	0%	*	0%	*	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	*
	Male	3%	23%	2%	*	-	0%	*	*	3%	0%	1%	3%	0%	3%	-	*
	Female	3%	0%	3%	0%	-	0%	*	0%	3%	0%	1%	3%	0%	-	3%	0%
Mathematics	All Students	2%	0%	2%	*	-	*	*	*	2%	0%	0%	2%	3%	2%	1%	-
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	2%	0%	2%	*	-	*	*	*	2%	0%	-	2%	3%	3%	1%	-
	EL	3%	-	3%	*	-	*	-	-	3%	*	0%	3%	3%	3%	3%	-
	Male	2%	*	2%	*	-	*	-	*	2%	0%	0%	3%	3%	2%	-	-
	Female	1%	0%	1%	*	-	-	*	-	1%	0%	0%	1%	3%	-	1%	-
Science	All Students	2%	0%	2%	*	-	0%	-	*	2%	5%	0%	2%	3%	2%	2%	*
	CWD	0%	*	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	2%	0%	2%	*	-	0%	-	*	2%	6%	-	2%	3%	2%	2%	*
	EL	3%	-	3%	*	-	*	-	-	3%	*	0%	3%	3%	2%	3%	-

	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
Male	2%	*	2%	*	-	*	-	-	*	2%	10%	0%	2%	2%	2%	-	-
Female	2%	0%	2%	*	-	*	-	-	2%	0%	0%	2%	3%	-	2%	*

'*' 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 Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	97	2	95	0	0	0	0	0	14		
	Female	50	0	50	0	0	0	0	0	5		
	Total	147	2	145	0	0	0	0	0	19		
Out-of-School Suspensions												
	Male	35	4	31	0	0	0	0	0	7		
	Female	19	0	19	0	0	0	0	0	2		
	Total	54	4	50	0	0	0	0	0	9		
Expulsions												
With Educational Services	Male	23	0	23	0	0	0	0	0	2		
	Female	26	0	26	0	0	0	0	0	2		
	Total	49	0	49	0	0	0	0	0	4		
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	23	0	23	0	0	0	0	0	2		2
	Female	5	0	5	0	0	0	0	0	0		0
	Total	28	0	28	0	0	0	0	0	2		2
Out-of-School Suspensions												
	Male	30	2	28	0	0	0	0	0	2		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	32	2	30	0	0	0	0	0	2		0
Expulsions												
With Educational Services	Male	10	2	8	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	10	2	8	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
	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	222	5	215	0	0	2	0	0	29	50	11
	Female	206	2	197	5	0	0	0	2	23	20	14
	Total	428	7	412	5	0	2	0	2	52	70	25

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	4
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	1
Incidents of physical attack or fight without a weapon	26
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	1
Incidents of threats of physical attack without a weapon	18
Incidents of possession of a firearm or explosive device	1
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Advanced Placement Courses	Male	58	2	56	0	0	0	0	0	14	2
	Female	105	2	101	0	0	0	0	2	8	2
	Total	163	4	157	0	0	0	0	2	22	4
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	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

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

Part (ix): Teacher Quality Data

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

High Poverty

	All School Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.2	20.1%
Teachers Teaching with Emergency or Provisional Credentials	5.7	7.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	10.5	13.7%

'-'   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%	11	1%	-	-