Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: ALONSO S PERALES EL Campus ID: 015905106 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

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	nance (At Meets Grade Level o	r Above)										
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	44% 44% 52% 62% 72% 46% 46% 54% 63%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59%	60% 60% 66% 73% 80% 59% 65% 73%	43% 43% 51% 62% 72% 45% 45% 53% 63%	74% 74% 78% 82% 87% 82% 82% 85% 88%	45% 45% 53% 63% 73% 50% 50% 57% 66%	56% 56% 62% 70% 78% 54% 61% 69%	33% 33% 43% 55% 67% 36% 36% 45% 57%	19% 19% 31% 45% 60% 23% 23% 34% 48%	29% 29% 39% 52% 65% 40% 40% 49% 59%
EL Progress	2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 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%

[&]quot; 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 nce 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;

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

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

(ab) the mentionously by within the Gate 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,

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

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

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	t at Approaches	Grade I	evel or A	Above																		
Grade 3																						
Reading	All Students	75%	61%	66%	*	68%	-	-	-	-	-	65%	*	*	67%	86%	59%	73%	-	*	*	-
•	CWD	49%	32%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	79%	65%	67%	*	68%	-	-	-	-	-	66%	*	-	67%	86%	63%	71%	-	*	*	-
	EL	69%	65%	86%	-	86%	-	-	-	-	-	86%	-	-	86%	86%	*	*	-	-	-	-
	Male	73%	61%	59%	*	62%	-	-	-	-	-	58%	*	*	63%	*	59%	-	-	-	*	-
	Female	78%	62%	73%	-	73%	-	-	-	-	-	72%	*	*	71%	*	-	73%	-	*	-	-
Mathematics	All Students	78%	64%	74%	*	75%	_	_	_	_	_	73%	*		79%	71%	69%	80%	_	*	*	
	CWD	52%	27%	*	*	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD	81%	68%	79%	*	79%	-	-	-	-	-	79%	*	-	79%	71%	73%	86%	-	*	*	-
	EL	75%	71%	71%	-	71%	-	-	-	-	-	71%	-	-	71%	71%	*	*	-	-	-	-
	Male	78%	68%	69%	*	69%	-	-	-	-	-	68%	*	*	73%	*	69%	-	-	-	*	-
	Female	78%	60%	80%	-	80%	-	-	-	-	-	79%	*	*	86%	*	-	80%	-	*	-	-
Grade 4																						
Reading	All Students	74%	50%	50%		50%	_	_	_	_	_	50%		0%	54%	57%	60%	41%	_	*	_	_
reading	CWD	44%	29%	0%	-	0%	-	-	-	-	-	0%		0%	-	*	*	*	-	-	-	-

Property Property		CWOD EL Male	State 78% 64% 71%	District 52% 47% 48%	Campus 54% 57% 60%	Afr Amer - - -	Hispanic 54% 57% 60%	White - - -	Amer Ind - - -	Asian - - -	Pac Isl - -	Two or More Races - - -	Econ Disadv 54% 57% 60%	Non Econ Disadv - - -	CWD	CWOD 54% 62% 67%	EL 62% 57% 83%	Male 67% 83% 60%	Female 43% 38%	Migrant - - -	Homeless * - *	Foster Care - - -	Military - - - -
Property Property	Mathematics	All Students CWD CWOD EL Male	74% 46% 78% 69% 74%	49% 27% 51% 50% 52%	44% 20% 46% 50% 57%	-	44% 20% 46% 50% 57%	:	-	-	:		44% 20% 46% 50% 57%	:	20%	46% - 46% 54% 59%	50% * 54% 50% 67%	59% 67%	31% * 33% 38%	-	- * - * - *		-
Martinidad Mar		CWD CWOD EL Male	86% 55% 89% 77% 83%	72% 42% 74% 66% 66%	64% 43% 67% 33% 61%	- * -	64% 43% 66% 33% 61%	-	-	:	-		61% 43% 63% 33% 55%	100%	43%	67% - 67% 38% 64%	33% * 38% 33%	40% 64% 29%	69% * 70% *		* * *	:	-
Control	Mathematics	All Students CWD CWOD EL Male	89% 68% 92% 85% 88%	75% 52% 77% 80% 73%	72% 29% 77% 75% 73%	*	72% 29% 77% 75% 73%	-	-		-		70% 29% 75% 75% 69%	100%	29%	77% - 77% 86% 81%	* 86% 75%	20% 81% 83%	71% * 73% * -	-	*	-	-
Graphs 2 All Landers	Science	CWD CWOD EL Male	45% 77% 60% 74%	32% 53% 51% 50%	29% 48% 33% 47%	-	29% 48% 33% 47%	- - - - -	-		-	:	29% 44% 33% 41%	100% - *	29%	48% 38% 48%	38% 33%	40% 48% 29%	48% *		* * *		
Manipur Mani		nt at Meets Grad	le Level d	or Above																			
Corporation		CWD CWOD EL Male	26% 46% 35% 41%	13% 26% 29% 27%	31% 43% 38%	*	30% 43% 38%	-			-		29% 43% 35%	*	-	31% 43% 40%	43% 43% *	40% *	21% *	-	* - * - *	* * - *	-
Pacific Add Column	Mathematics	CWD CWOD EL Male	30% 50% 41% 49%	17% 29% 31% 33%	29% 29% 38%	* * - *	30% 29% 41%	-	-	- - - - -	-		27% 29% 35%	-	-	29% 29% 40%	29% 29% *	40% *	18% *	-	* - * - - *	* - * -	
Manhamatical Manh		CWD CWOD EL Male	24% 46% 30% 41%	23% 20% 18% 20%	0% 25% 21% 17%	-	0% 25% 21% 17%	-		:	-		0% 25% 21% 17%	:	0%	25% 23% 19%	23% 21% 0%	* 19% 0%	30% 38% -		* - * - *		-
Reading All Sulvering S33 291, 295, 1 295,	Mathematics	CWD CWOD EL Male	27% 49% 39% 48%	23% 24% 25% 27%	0% 16% 21% 20%	-	0% 16% 21% 20%	-	-	-	-	-	0% 16% 21% 20%	:	0% - * *	16% 23% 22%	23% 21% 33%	22% 33% 20%	10% 13%	-	* - * - *	-	- - - - -
Mathematics A Suderits 57% 51% 51% 52% 26% 46% 46% 46% 46% 46% 46% 50% 44% 50% 50% 46% 20% 50% 20% 00%		CWD CWOD EL Male	27% 56% 36% 50%	22% 28% 24% 24%	14% 29% 0% 18%	* - -	14% 28% 0% 18%	-			-		14% 27% 0% 15%	50%	14% - *	29% 0% 18%	0% 0%	20% 18% 0%	39% *		*		-
CWO	Mathematics	All Students CWD CWOD EL Male	57% 31% 60% 46% 56%	31% 25% 32% 39% 28%	28% 14% 29% 38% 27%	-	28% 14% 30% 38% 27%	- - - - -			-		26% 14% 27% 38% 22%	50% -	14% - *	29% - 29% 43% 28%	43% 38% 33%	20% 28% 33% 27%	29% * 30% * -		* * *		- - - -
Reading	Science	CWD CWOD EL Male	27% 50% 31% 50%	24% 23% 25% 23%	14% 20% 33% 21%	-	14% 20% 33% 21%	-	-		-	:	14% 15% 33% 12%	80%	14% - *	20% 38% 21%	* 38% 33%	20% 21% 29%	18% *		*	-	
Reading All Students 27% 12% 81%		nt at Masters Gr	ade Leve	el																			
CWD 12% 8% * * * * * * * * * * * * * * * * * *		CWD CWOD EL Male	10% 29% 19% 24%	5% 12% 15% 13%	9% 0% 9%	* -	9% 0% 10%	-			-		* 9% 0% 10%	* - * - *	-	9% 0% 10%	0% 0% *	10%	* 7% * -		* - * - *	* * - *	:
Reading All Students 21% 7% 5% 5% 5% 5% - 5% 5% 0% 5% 7% 3% 68% - *	Mathematics	CWD CWOD EL Male	12% 25% 18% 26%	8% 10% 9% 12%	5% 0% 3%	*	5% 0% 3%	-	-		-		* 4% 0% 0%	-	-	5% 0% 3%	0% 0% *	3% *	7% * -	-	* * - - *	-	-
Mathematics All Students 27% 12% 10% - 10% 10% - 0% 11% 7% 17% 3% - * 10% - 0% 11% 7% 17% 3% - * 10% - 0% 11% 7% 17% 3% - *		CWD CWOD EL Male	8% 23% 12% 20%	3% 7% 4% 7%	0% 5% 7% 3%	-	0% 5% 7% 3%	-	-		-		0% 5% 7% 3%	:	0% - *	5% 8% 4%	* 8% 7% 0%	* 4% 0% 3%	7% 13%	-	* - * - *	-	-
Reading All Students 29% 9% 7% * 7% 6% 17% 14% 6% 0% 5% 9% - 0% CWD 9% 7% 14% - 14% 14% - 14% - 20% * - * 20% * 14% - 14% - 14% * 20% *	Mathematics	All Students CWD CWOD EL Male	27% 13% 29% 20% 29%	12% 6% 12% 10% 14%	10% 0% 11% 7% 17%	-	10% 0% 11% 7% 17%	-	-	: : :	-		10% 0% 11% 7% 17%	:	0% - *	11% - 11% 8% 19%	7% * 8% 7% 17%	* 19% 17%	3% * 3% 0%	:	* - * - *	-	-
Mathematics All Students 36% 14% 18% * 18% 17% 33% 14% 18% 13% 19% 17% - 0%		CWD CWOD EL Male	9% 31% 14% 26%	7% 10% 7% 8%	14% 6% 0% 5%	- - -	14% 6% 0% 5%	-		- - - -	-	- - - - -	14% 5% 0% 3%	17% -	14% - *	- 6% 0% 3%	* 0% 0%	20% 3% 0% 5%	9% * -		* * *	-	-
	Mathematics	All Students	36%	14%	18%		18%	:	Ē	:	-	:	17%	33%			13%			:	0%	:	:

	CWOD EL Male Female	State 38% 24% 36% 35%	District 14% 21% 14% 14%	Campus 18% 13% 19% 17%	Afr Amer * - - *	Hispanic 19% 13% 19% 18%	White - - - -	Amer Ind - - -	Asian - - - -	Pac IsI - - -	Two or More Races - - - -	Econ Disadv 17% 13% 16% 18%	Non Econ Disadv 33% - 40%	CWD - * 20%	CWOD 18% 14% 19% 18%	EL 14% 13% 17%	Male 19% 17% 19%	Female 18% * - 17%	Migrant - - - -	Homeless * * * *	Foster Care - - -	Military - - - -
Science	All Students CWD CWOD EL Male Female	23% 11% 25% 11% 25% 21%	7% 10% 6% 6% 8% 6%	4% 14% 3% 0% 5% 3%	* - * - *	4% 14% 3% 0% 5% 3%	-		-	-	-	3% 14% 2% 0% 3% 3%	20%	14% 14% - * 20% *	3% - 3% 0% 3% 3%	0% * 0% 0% 0% *	5% 20% 3% 0% 5%	3% * 3% * - 3%	-	0% * * * *	- - - - -	-
STAAR Percen All Grades	nt at Approache	s Grade I	evel or A	bove																		
All Subjects	All Students CWD CWOD EL Male Female	77% 46% 81% 62% 74% 80%	60% 31% 64% 57% 56% 64%	60% 26% 63% 56% 61% 59%	67% * 86% - 50%	60% 27% 62% 56% 61% 58%	-	-	-	-		58% 26% 61% 56% 58% 58%	100% - 100% - 100% 100%	26% 26% - 0% 24% 29%	63% 63% 60% 65% 60%	56% 0% 60% 56% 63% 46%	61% 24% 65% 63% 61%	59% 29% 60% 46% - 59%	-	47% * 44% * 25% 64%	* - * - *	-
Reading	All Students CWD CWOD EL Male Female	73% 39% 78% 54% 69% 78%	56% 25% 61% 50% 51% 62%	60% 31% 63% 57% 60% 61%	* * - *	61% 33% 63% 57% 61% 60%	- - - -	-	- - - -	-		59% 31% 61% 57% 57% 60%	100% - 100% - 100%	31% 31% - * 20% 50%	63% 63% 61% 64% 62%	57% * 61% 57% 65% 46%	60% 20% 64% 65% 60%	61% 50% 62% 46% - 61%	-	57% * 50% * *	* - * -	-
Mathematics	All Students CWD CWOD EL Male Female	81% 53% 84% 72% 79% 82%	63% 37% 67% 65% 61% 66%	64% 19% 68% 62% 67% 61%	* * - *	64% 20% 67% 62% 67% 60%	- - - -	-	- - - - -	-		62% 19% 66% 62% 65% 60%	100% - 100% - 100% *	19% 19% - - 20% 17%	68% 68% 67% 72% 64%	62% * 67% 62% 75% 46%	67% 20% 72% 75% 67%	61% 17% 64% 46% - 61%	-	43% * 50% * *	* - * - *	-
Science	All Students CWD CWOD EL Male Female	80% 51% 84% 61% 79% 81%	62% 36% 66% 55% 60% 64%	47% 29% 48% 33% 47% 46%	* - * - *	46% 29% 48% 33% 47% 44%	- - - -	-	- - - - -	- - - - -		43% 29% 44% 33% 41% 44%	100% - 100% - *	29% 29% - - 40% *	48% - 48% 38% 48% 48%	33% * 38% 33% 29%	47% 40% 48% 29% 47%	46% 48% * - 46%	-	40% * * * * *	- - - -	-
	nt at Meets Grad	de Level o	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%	24% 8% 26% 25% 25% 23%	22% * 29% - 17% *	24% 8% 25% 25% 26% 23%	- - - -		- - - -	:		22% 8% 23% 25% 22% 22%	67% - 67% - 69% 60%	8% 8% - 0% 12% 0%	26% 26% 27% 27% 24%	25% 0% 27% 25% 23% 29%	25% 12% 27% 23% 25%	23% 0% 24% 29% - 23%	-	5% * 6% * 0% 9%	* - * - *	
Reading	All Students CWD CWOD EL Male Female	47% 21% 50% 23% 43% 51%	26% 16% 27% 19% 23% 29%	26% 6% 28% 20% 24% 29%	* * * * * * *	26% 7% 28% 20% 24% 28%	- - - -		- - - -	-	-	25% 6% 27% 20% 22% 27%	63% - 63% - 50%	6% 6% - * 10% 0%	28% - 28% 21% 26% 31%	20% * 21% 20% 12% 31%	24% 10% 26% 12% 24%	29% 0% 31% 31% - 29%	-	14% * 17% * *	* * - *	
Mathematics	All Students CWD CWOD EL Male Female	51% 26% 54% 37% 50% 51%	30% 22% 31% 30% 28% 31%	23% 6% 25% 28% 28% 19%	* * * * * * *	24% 7% 25% 28% 29% 19%	- - - -		- - - -	-	:	22% 6% 23% 28% 26% 18%	63% -63% -67%	6% 6% - * 10% 0%	25% 25% 30% 30% 20%	28% * 30% 28% 31% 23%	28% 10% 30% 31% 28%	19% 0% 20% 23% - 19%	:	0% * 0% * *	* - * - *	
Science	All Students CWD CWOD EL Male Female	53% 25% 56% 26% 53% 53%	29% 16% 30% 22% 29% 28%	19% 14% 20% 33% 21% 17%	* - * - *	19% 14% 20% 33% 21% 18%	- - - -	-	:	-	-	15% 14% 15% 33% 12% 18%	80% - 80% - *	14% 14% 	20% - 20% 38% 21% 18%	33% * 38% 33% 29% *	21% 20% 21% 29% 21%	17% * 18% * - 17%	-	0% * * * * *	- - - -	-
	nt at Masters Gr	rade Leve	ı																			
All Grades All Subjects	All Students CWD CWOD EL Male Female	23% 8% 25% 11% 22% 24%	9% 6% 9% 8% 9%	8% 8% 8% 4% 9% 7%	0% * 0% - 0% *	8% 8% 8% 4% 9% 8%	- - - -		- - - -	-		7% 8% 7% 4% 7% 8%	24% - 24% - 31% 0%	8% 8% - 0% 12% 0%	8% - 8% 5% 8% 8%	4% 0% 5% 4% 5% 4%	9% 12% 8% 5% 9%	7% 0% 8% 4% - 7%	-	0% * 0% * 0%	* - * -	
Reading	All Students CWD CWOD EL Male Female	20% 7% 22% 8% 17% 23%	7% 5% 7% 5% 6% 7%	7% 6% 7% 3% 6% 7%	* * - *	7% 7% 7% 3% 6% 7%	-		- - - -	-	-	6% 6% 6% 3% 5% 7%	13% - 13% - 17%	6% 6% - 10% 0%	7% - 7% 4% 6% 8%	3% * 4% 3% 0% 8%	6% 10% 6% 0% 6%	7% 0% 8% 8% - 7%		0% * 0% * *	* - * - * -	
Mathematics	All Students CWD CWOD EL Male Female	26% 11% 28% 16% 25% 26%	13% 8% 13% 12% 12% 13%	11% 6% 12% 7% 13% 9%	* * - *	11% 7% 12% 7% 14% 9%	-	-	- - - - -	-	:	10% 6% 10% 7% 11% 9%	38% 	6% 6% - * 10% 0%	12% - 12% 7% 13% 10%	7% * 7% 7% 13% 0%	13% 10% 13% 13% 13%	9% 0% 10% 0% - 9%	-	0% * 0% * *	* - * - *	-
Science	All Students CWD CWOD EL Male Female	24% 8% 26% 7% 25% 23%	7% 7% 7% 5% 9% 6%	4% 14% 3% 0% 5% 3%	* * - - *	4% 14% 3% 0% 5% 3%	-		- - - -	-	-	3% 14% 2% 0% 3% 3%	20% - 20% - * *	14% 14% - * 20%	3% - 3% 0% 3% 3%	0% * 0% 0% 0%	5% 20% 3% 0% 5%	3% * 3% * - 3%	-	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)(1): 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	62	*	62	-	-	-	-	-	61	73	37
CWD	73	-	73	-	-	-	-	-	73	73	*
CWOD	61	*	61	-	-	-	-	-	60	-	39
EL	37	-	37	-	-	-	-	-	37	*	37
Male	70	-	70	-	-	-	-	-	69	75	50
Female	55	*	55	-	_	-	-	-	54	*	25
Mathematics											
All Students	52	*	53	-	-	-	-	-	52	33	43

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
CWD	33	-	33	-	-	-	-	-	33	33	*
CWOD	54	*	55	-	-	-	-	-	54	-	48
EL	43	-	43	-	-	-	-	-	43	*	43
Male	59	-	59	-	-	-	-	-	58	38	58
Female	45	*	46	-	-	-	-	-	45	*	25

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 Grade	uation Rate	(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
55	1	2%

- 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	All Students evement Don			White omponen	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	31	30	31	-	-	-	-	-	29	14	28
School Quality (College, Career	, and Military	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) Target Met	44% N	32%	37% N	60%	43%	74%	45%	56%	33% N	19%	29% N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	42 /0	N	00 /0	3170	1070	3370	02 /0	N	3170	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	34 /0	N	1370	02 /0	02 /0	0370	1070	N	4570	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N N	0070	N	00 /0	1270	01 /0	1370	1070	N	0070	N
Mathematics	IN		IN						IN		IN
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N		N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		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	iency Statu	ıs									
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N 400/
Long-Term Goals											40% N
Target Met											IN
Federal Graduation Status^											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	3270	32 /u	JZ 70	JZ 70	32 70	02 /u	3270	3270	3270	3270	02 /u
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	J= /U	J-4 /0	34 /0	J-4 /0	J-4 /0	34 /0	3470	J= 70	J-4 /0	J= /0	J+ 70
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	J-7 / U	5470	5470	U-7 / V	5470	J-770	5470	0470	5470	O-7 70	J-70
g											

- 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 Disady	Non Econ Disady	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate	9	Gumpus	American	mopanic	Willia	maian	Asian	isiuridei	Ruccs	Disuav	Disauv	0115	01102		maic	Cinaic	migrant
All Subjects	All Students	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	*	100%	_	-	_	-	-	100%	100%	100%	100%	100%	100%	100%	_
ŭ	CWD	100%	*	100%	-	-	-	_	-	100%	_	100%	_	*	100%	100%	_
	CWOD	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	_	-	100%	_	*	100%	100%	100%	100%	_
	Male	100%	*	100%	-	-	-	_	-	100%	100%	100%	100%	100%	100%	-	_
	Female	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	*	100%	_	_	_	_	_	100%	100%	100%	100%	100%	100%	100%	_
	CWD	100%	*	100%	_	-	_	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	100%	*	100%	_	_	_	_	_	100%	100%	-	100%	100%	100%	100%	_
	EL	100%	-	100%	_	-	_	-	_	100%	-	*	100%	100%	100%	100%	_
	Male	100%	*	100%	_	_	_	_	_	100%	100%	100%	100%	100%	100%	-	_
	Female	100%	*	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	-
Science	All Students	100%	*	100%	_	_	_		_	100%	100%	100%	100%	100%	100%	100%	_
Colciloc	CWD	100%	_	100%	_	_	_	_	_	100%	10070	100%	10070	*	100%	*	_
	CWOD	100%	*	100%					_	100%	100%	10070	100%	100%	100%	100%	
	EL	100%	_	100%	-		-		-	100%	10070	*	100%	100%	100%	*	-
	Male	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	_	-
	Female	100%	*	100%	-	-	-	-	-	100%	*	*	100%	10076	100 /6	100%	-
Non-Participation		100 /8		10070	-	-	-	_	-	10070			10070		-	10070	_
All Subjects	All Students	0%	0%	0%	_	_	_		_	0%	0%	0%	0%	0%	0%	0%	_
7 til Odbjecto	CWD	0%	*	0%	_	_	_	_	_	0%	-	0%	-	0%	0%	0%	_
	CWOD	0%	0%	0%	_	_	_	_	_	0%	0%	-	0%	0%	0%	0%	_
	EL	0%		0%	_	_	_	_	_	0%	-	0%	0%	0%	0%	0%	_
	Male	0%	0%	0%	_	_	_	_	_	0%	0%	0%	0%	0%	0%	-	_
	Female	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	*	0%						0%	0%	0%	0%	0%	0%	0%	_
rteading	CWD	0%	*	0%	_	-	-	_	-	0%	0 70	0%	0 /0	*	0%	0%	-
	CWOD	0%		0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	
	EL	0%		0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%		0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0 70	-
	Female	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	-
M-4h4i	All Otandanta	00/		00/						00/	00/	00/	00/	00/	00/	00/	
Mathematics	All Students	0%	_	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	_	0%	-	-	-	-	-	0%	-	0%	-		0%	0%	-
	CWOD	0%	^	0%	-	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	EL.	0%		0%	-	-	-	-	-	0%	-		0%	0%	0%	0%	-
	Male	0%		0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%		-
	Female	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	-
Science	All Students	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*	0%	*	-
	CWOD	0%	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	*	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	-
	Female	0%	*	0%	-	-	-	-	-	0%	*	*	0%	*	-	0%	-

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 Students with with Disabilities Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
	Male	5	0	5	0	0	0	0	0	2	
	Female	0	0	0	0	0	0	0	0	0	
	Total	5	0	5	0	0	0	0	0	2	
Out-of-School Suspensions											
	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	
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	Ó	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	Ö	Ö	Ö	Ō	Ö	ō	Ō	Ö	ō	
Under Zero Tolerance Policies	Male	Ö	Ö	Ö	ō	Ö	Ō	ō	Ö	ō	
•	Female	Ö	Ö	Ö	Ō	Ö	ō	Ō	Ö	ō	
	Total	ő	ŏ	ŏ	Ö	ő	Õ	Ö	ő	ő	
School-Related Arrests	10101	ŭ	ŭ	ŭ	·	ŭ	•	Ü	ŭ	·	
Control Holdiday arout	Male	0	0	0	0	0	0	0	0	0	
	Female	Ö	Ö	Ö	Ö	ő	Ö	Ö	Ö	Ö	
	Total	ő	0	ő	ő	0	Ô	0	ő	ő	
Referrals to Law Enforcement	Total	o	Ü	o	0	Ü	·	Ü	· ·	U	
Reletials to Law Efficient	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	Ö	0	0	0	0	0	
Students With Disabilities	IUIAI	U	U	U	U	U	U	U	U	U	
In-School Suspensions											
III-Octiool ouspetisions	Male	2	0	2	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 / (0 / 10)	iotai	2	U	2	U	U	U	U	U	U	0
Out-of-School Suspensions	Mada			•		0		0		0	
	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
Expulsions		_	_	_	_	_	_	_	_	_	_
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0

												Students	
		Total	African			Indian or Alaska		Pacific	Two or More		Students with	with Disabilities	
		Total			1471-14-		A - !						
		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	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	Ö	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	Ö	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	Ö	0		0	
All Students													
Chronic Absenteeism													
	Male	43	2	41	0	0	0	0	0	2	8	5	
	Female	37	2	35	Ō	Ö	0	Ō	0	2	Ö	8	
	Total	80	4	76	0	o o	ñ	0	ñ	4	8	13	
		00	*		3	3		U	•	-	o	.5	

In side at a \$15 days of	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	1
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	17
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