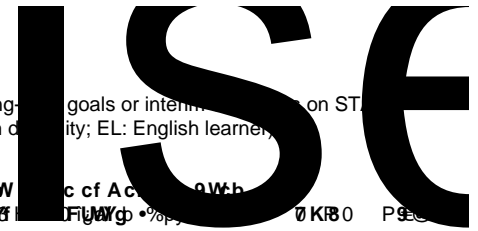


Additionally, if any Title I or non-T

		81%	78%	60%	72%	95%	100%	90%	71%	92%	63%	89%	43%	86%					
		83%	88%	100%	98%	99%	100%	100%	94%	99%	99%	99%	98%	100%					
End of Course																			
Algebra I																			
All																			
Students																			
CWD																			
CWOD																			
EL																			
Male																			
Female																			
Grade 6																			
Reading																			
All																			
Students																			
CWD																			
CWOD																			
EL																			
Male																			
Female																			
Mathematics																			
All																			
Students																			
CWD																			
CWOD																			
EL																			
Male																			
Female																			
Grade 7																			
Reading																			
All																			
Students																			

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)

5 WUXYa JW; fck h GWefY FYUXJb[All Students	5` Gti XYbng	5 Z]WUb 5 a Yf]WUb	<]gdUb]W	K \]tY	5 a Yf]WUb -bX]Ub	5 g]Ub	DUM]ZW -g]UbXYf	Hk c cf AcfY FUWYg	9 Wtb 8]gUXj	7 K 8	9 @
All Students	70	61	65	74	-	83					



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 goals on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disabilities; EL: English learner)

YgYbhgli #	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y	N	Y	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y	N	N	Y	Y	Y	Y	Y	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	N	N	Y	Y	Y	Y	Y	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N	N	Y	Y	Y	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	Y	Y	N	N	N	N

Blank cells above represent student group indicators that do not meet the criteria for reporting.

		5 a Yf]WUb				5 a Yf]WUb			Hk c cf		Bcb						
		7 Ua di g	5 a Yf]WUb	<]gdUb]WK \]HY	5 a Yf]WUb	5 g]Ub -g]UbXYf	DUM]ZW	AcfY	9Wtb	9Wtb	7 K 8	7 K C 8	9 @	AUY	: Ya UY A]	fUbh	
Mathematics	All	--%	100%	99%	99%	-	100%	*	100%	99%	99%	99%	100%	99%	99%	-	
	Students																
	CWD	--%	100%	99%	98%	-	*	-	100%	98%	99%	99%	-	100%	99%	98%	-
	CW																

		HcHJ	5 Z]WU	<]gdUb]W	K \]H	5`Ug_U	5 g]Ub	DUMZ]W	Hk c	9 @	Gfi XYbfg	k]h	8]gUW]]H]Yg	fGYW]cb) \$(L	
		gfi XYbfg	5 a Yf]WU	<]gdUb]W	K \]H	5`Ug_U	5 g]Ub	g UbXYf	FUWg	9 @	8]gUW]]H]Yg	k]h	8]gUW]]H]Yg	fGYW]cb) \$(L	
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	2	0	0	0	0	0	0	2	0						
	Total	2	0	0	0	0	0	0	2	0						
Referrals to Law Enforcement	Male	18	2	8	8	0	0	0	0	2						
	Female	11	2	5	2	0	0	0	2	2						
	Total	29	4	13	10	0	0	0	2	4						
Gfi XYbfg K]h 8]gUW]]H]Yg																
In-School Suspensions	Male	12	0	5	5	0	0	0	2	2					14	
	Female	4	0	2	2	0	0	0	0	0					2	
	Total	16	0	7	7	0	0	0	2	2					16	
Out-of-School Suspensions	Male	8	0	2	4	0	0	0	2	0					2	
	Female	0	0	0	0	0	0	0	0	0					4	
	Total	8	0	2	4	0	0	0	2	0					6	
Expulsions																
	With Educational Services	Male	4	0	0	2	0	0	0	2	0					2
		Female	0	0	0	0	0	0	0	0	0					2
Total		4	0	0	2	0	0	0	2	0					4	
Without Educational Services																

DUFhfj]]kfk 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.

		HcHJ gli XYbfg	5 Z]WUb 5 a Yf]WUb	<]gdUb]W	K \]hY	-bX]Ub cf 5`Ug_U BUhj Y	5 g]Ub	DUM]ZW -g`UbXYf	Hk c cf AcfY FUWg	9 @	Ghi XYbfg k]h 8]gUV]]hYg
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

'*' 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.

DUFhfj] Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- 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.

@k Dcj Yfm

	5` GW cc`	
	Bi a Vyf	DYfWbh
Inexperienced Teachers, Principals, and Other School Leaders	8.1	10.1%
Teachers Teaching with Emergency or Provisional Credentials	1.0	1.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	10.2	13.1%

'-' Indicates there are no data available in the group.
 Blank cell Indicates data are not applicable to this report.

DUFhfj] 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.

DUFhfj] 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..

	GLUY Bi a Vyf cZ5 @h	GLUY FUH cZ5 @h	8]gf]Wh Bi a Vyf cZ5 @h	8]gf]Wh FUH cZ5 @h	7 Ua di g Bi a Vyf cZ5 @h	7 Ua di g FUH cZ5 @h
Grade 3						
Reading	5,881	1%	105	2%	!	!
Mathematics	5,880	1%	105	2%	!	!
Grade 4						
Reading	6,312	2%	112	2%	!	!
Mathematics	6,311	2%	112	2%	!	!
Grade 5						
Reading	6,133	1%	108	2%	!	!
Mathematics	6,131	1%	108	2%	!	!

	Grade 4 Number of Students	Grade 4 Proficiency %	Grade 8 Number of Students	Grade 8 Proficiency %	Grade 4 National Average	Grade 8 National Average
Science	6,133	1%	108	2%	!	!
Grade 6 Reading	6,038	1%	91	2%	*	8%
Mathematics	6,036	1%	91	2%	*	8%
Grade 7 Reading	5,616	1%	104	2%	†	9%
Mathematics	5,616	2%	103	3%	†	9%
Grade 8 Reading	5,251	1%	73	1%)	9%
Mathematics	5,254	2%	73	1%)	9%
Science	5,250	1%	73	1%)	9%
End of Course English I	5,150	1%	68	1%	!	!
English II	4,680	1%	69	1%	!	!
Algebra I	5,122	1%	70	1%	!	!
Biology	4,954	1%	72	1%	!	!
All Grades All Subjects	101,751	1%	1,645	2%	'	9%
Reading	45,064	1%	730	1%	%	9%
Mathematics	40,350	1%	662	2%	%	9%
Science	16,337	1%	253	1%)	9%

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

† Indicates zero observations reported for this group.

Statewide National Assessment of Educational Progress (NAEP)

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

Grade 4 Proficiency % by Subject

6

; fUXY	Gi V^YWh	Gh XYbh; fci d	% 6 Yck 6 Ug]W		% 5 hcf 5 Vcj Y 6 Ug]W		% 5 hcf 5 Vcj Y DfcZ]WYbh		% 5 h5 Xj UbWYX	
			HL	I G	HL	I G	HL	I G	HL	I G
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

GHUY @j Y. & % B5 9 D DUH]WdUH]cb F UHyg Zcf Gh XYbhg k]h 8]gUV]]H]Yg UbX @a]hYX 9 b[]g] DfcZ]WYbhGh XYbhg

; fUXY	Gi V^YWh	Gh XYbh; fci d	FUHY
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
Mathematics	Students with Disabilities	88%	
	English Learners	97%	

** Indicates reporting standards not met.
 'n/a' Indicates data reporting is not applicable for this group.

DUHf]]]]L Cohort Rate of Graduates Enrolled in Postsecondary Education

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

There is no data for this campus.