

Additionally, if any Title I or non-T

| | Hk c | cf | Bcb |
|---|--------|-------------------|-----|
| 5z | 5 a Yf | DUWAcfY 9Wtb 9Wtb | |
| GHY8 jgffV7 Ua di g 5 a Yf <jgdUb]VK \]hY bX 5 g]Ub g F UWg8 jgUXj 8 jgUXj 7 K 8 | | | |

| | Female | 23% | 28% | (+%) | * | 33% | 67% | - | * | - | - | 8% | 7% | * | 48% | * | - | 47% | - | - | - | - |
|-------------|----------|-----|-----|-------|----|-----|-----|---|---|---|---|-----|-----|----|-----|----|-----|-----|---|---|---|---|
| Mathematics | All | 27% | 30% | ((%) | * | 34% | 56% | - | * | - | * | 10% | 59% | 0% | 48% | 0% | 53% | 34% | - | - | - | - |
| | Students | | | | | | | | | | | | WOD | | | | | | | | | |
| | CWD | 13% | 13% | (%) | * | 39% | 61% | - | * | - | * | 13% | 62% | 0% | 48% | 0% | 59% | 38% | - | - | - | - |
| | CWOD | 29% | 33% | (,%) | * | 39% | 61% | - | * | - | * | 13% | 62% | 0% | 48% | 0% | 59% | 38% | - | - | - | - |
| | ESmu | 20% | 21% | (\$%) | 0% | 0% | * | - | - | - | - | 0% | * | - | 0% | 0% | 0% | * | - | - | - | - |

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

| | 5 ¹ | 5 ² | 5 ³ | 5 ⁴ | 5 ⁵ | 5 ⁶ | 5 ⁷ | 5 ⁸ | 5 ⁹ | 5 ¹⁰ | 5 ¹¹ | 5 ¹² |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| 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

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)

| Number of English Learners | Number of English Learners Meeting Proficiency | Percentage of English Learners Meeting Proficiency |
|----------------------------|--|--|
| 61 | 13 | 21% |

- ' 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.

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 withoz...

| | 5 ⁰⁰ Ghi XYbHg | 5 2]VUb 5 a Yf]VUb | <]gdUb]W | K \]hY | 5 a Yf]VUb -bX]Ub | 5 g]Ub | DUV]Z]W -g]UbXYf | Hk c cf AcfY FUWg | 9V6b 8]gUXj | 7 K 8 | 9 @Z |
|-----------------|------------------------------|-----------------------|----------|---------|----------------------|--------|---------------------|----------------------|-----------------|-------|------|
| 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 |



| | | 7 Ua di g | 5 a Yf]WU b < jgdUb]WK \]HY | 5 a Yf]WU b | 5 g]Ub -g]UbXYf | Hk c cf | 9 Wt b | Bcb | 7 K 8 | 7 K C 8 | 9 @ | A U Y | : Ya U Y A] | f U b h |
|-------------|----------|-----------|------------------------------|-------------|-----------------|---------|--------|-----|-------|---------|-----|-------|-------------|---------|
| Female | | \$% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% |
| Reading | All | \$% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% |
| | Students | | | | | | | | | | | | | |
| | CWD | \$% | * | 0% | * | - | - | - | - | 0% | 0% | 0% | - | * |
| | CWOD | \$% | * | 0% | 0% | - | * | - | * | 0% | 0% | - | 0% | 0% |
| | EL | \$% | - | 0% | * | - | - | - | - | 0% | 0% | * | 0% | 0% |
| | Male | \$% | * | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% |
| | Female | \$% | * | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% |
| Mathematics | | | | | | | | | | | | | | |

| | | HcHJ | 5 Z]WUb | <]gdUb]W | K \]H | 5`Ug_U | 5 g]Ub | DUM]ZW | Hk c | 9 @ | Ghi XYbfg | k]h |
|-------------------------------|--|-----------|------------|----------|--------|--------|--------|---------|------|-----|--------------|---------|
| | | gfi XYbfg | 5 a Yf]VUb | | | BUnj Y | | g UbXYf | AcfY | | 8]gUW]]HYg |) \$(L |
| Total | | 0 | 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 | 0 |
| Female | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Without Educational Services | | | | | | | | | | | | |
| Male | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 0 | 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 | 0 |
| Female | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| School-Related Arrests | | | | | | | | | | | | |
| Male | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Female | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 0 | 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 | 0 |
| Female | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5`` Ghi XYbfg | | | | | | | | | | | | |
| Chronic Absenteeism | | | | | | | | | | | | |
| Male | | 21 | 2 | 17 | 2 | 0 | 0 | 0 | 0 | 2 | 2 | 2 |
| Female | | 20 | 2 | 14 | 2 | 0 | 0 | 0 | 2 | 5 | 2 | 2 |
| Total | | 41 | 4 | 31 | 4 | 0 | 0 | 0 | 2 | 7 | 4 | 4 |

HcHJ

Included in 2019 e2Z/A/ • 0 •

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- '**' 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.

DUfhf]i L 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.

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|---|------------------|---------------|
| | Bi a VYf | DYfWbh |
| Inexperienced Teachers, Principals, and Other School Leaders | 5.0 | 16.1% |
| Teachers Teaching with Emergency or Provisional Credentials | 0.0 | - |
| Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed | 0.0 | - |

- '-' Indicates there are no data available in the group.

