



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.

**DUPLICATE** 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



5  
GHY8 jgr]V7 Ua di g 5 a Yf < jgdUb]WK

		GUY8 jgrjVh7 Ua di g		5 a Yf < jgdUb]WK \ jH		5 a Yf		Hk c cf		DUWAcfY 9Wtb		Bcb 9Wtb		7 K 8 7 K C 8		9 @ AU Y : Ya UYA] [ fUbh<ca Y Ygg 7 UY A ] ] hUfm				
Mathematics	All	51%	52%	* - %	38%	50%	80%	-	*	-	91%	42%	76%	33%	77%	35%	68%	70%	-	-
	Students																			
	CWD	26%	27%	' ' %	*	17%	67%	-	-	-	25%	38%	33%	-	0%	29%	39%	-	-	*
	CWOD	54%	57%	++ %	33%	67%	81%	-	*	-	91%	50%	82%	-	77%	45%	78%	75%	-	-
	EL	37%	35%	' ) %	-	33%	*	-	*	-	40%	17%	0%	45%	35%	33%	33%	-	-	-
	Male	50%	52%	* , %	*	49%	79%	-	*	-	100%	35%	77%	29%	78%	33%	68%	-	-	*
	Female	51%	52%	+\$ %	50%	51%	81%	-	*	-	*	52%	74%	39%	75%	33%	-	70%	-	-
Science	All	53%	55%	* - %	*	51%	81%	-	*	-	*	24%	80%	35%	76%	23%	71%	64%	-	-
	Students																			
	CWD	25%	27%	' ) %	*	33%	*	-	-	-	22%	45%	35%	-	*	33%	38%	-	-	*
	CWOD	56%	59%	+* %	*	63%	83%	-	*	-	*	25%	85%	-	76%	30%	80%	71%	-	-
	EL	26%	25%	& %	-	27%	*	-	*	-	30%	*	*	30%	23%	38%	0%	-	-	-
	Male	53%	54%	+* %	*	54%	82%	-	-	-	*	31%	81%	33%	80%	38%	71%	-	-	*
	Female	53%	55%	* ( %	*	46%	80%	-	*	-	*	13%	77%	38%	71%	0%	-	64%	-	-

G5 5 F DYfWbhUa Ughfg ; fUXY @j Y

All Grades

All Subjects	All	23%	26%	( - %	16%	31%	60%	-	43%	-	62%	16%	57%	19%	55%	15%	47%	51%	-	-
	Students																			
	CWD	8%	9%	% %	20%	8%	47%	-	-	-	12%	24%	19%	-	0%	21%	16%	-	-	*
	CWOD	25%	29%	) ) %	14%	43%	61%	-	43%	-	62%	18%	62%	-	55%	20%	53%	57%	-	-
	EL	11%	11%	% %	-	17%	*	-	*	-	18%	7%	0%	20%	15%	26%	15%	-	-	-
	Male	22%	25%	( + %	20%	30%	58%	-	*	-	65%	17%	55%	21%	53%	16%	47%	-	-	*
	Female	24%	27%	) % %	14%	33%	63%	-	48%	-	56%	15%	59%	46%	57%	15%	33%	51%	-	-
Reading	All	20%	25%	( - %	13%	30%	60%	-	*	-	64%	13%	58%	21%	55%	19%	45%	55%	-	-
	Students																			
	CWD	7%	8%	& % %	*	11%	47%	-	-	-	5%	31%	21%	-	0%	24%	17%	-	-	*
	CWOD	22%	28%	) ) %	17%	40%	62%	-	*	%	64%	18%	62%	-	55%	25%	50%	62%	-	-
	EL	8%	9%	% %	-	24%	*	-	*	-	20%	17%	0%	25%	19%	20%	18%	-	-	-
	Male	17%	22%	( ) %	*	27%	55%	-	*	-	63%	16%	52%	24%	50%	20%	45%	-	-	*
	Female	20%	28%	) % %	17%	36%	68%	-	*	-	*	9%	66%	17%	62%	18%	-	55%	-	-

Mathematics All 26%  
Students



	5 <sup>~</sup> Gh XYbhg	5 Z]VUb 5 a Yf]VUb	<]gdUb]W	K \ ]hY	5 a Yf]VUb -bX]Ub	5 g]Ub	DUVZ]W -g]UbXYf	Hk c cf AcfY FUWg	9V6b 8 ]gUXj	7 K 8	9 @Z
Target Met	Y		N	Y					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	Y					N	N	N

9b[ ]g @UfbYf @b[ i U Y Dfcz]WYbWnGHU g

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

: YXYfU ; fUXi U]cb GHU g^

		5 Z]WUb		5 a Yf]WUb		Hk c cf		Bcb		9 @		AUY : Ya UY A][ fUbh					
		7 Ua di g	5 a Yf]WUb <	gdUb]WK \ ]HY	5 a Yf]WUb	5 g]Ub -g]UbXYf	FUWg	8]gUXj	8]gUXj	7 K 8	7 K C 8	9 @	AUY : Ya UY A][ fUbh				
Female		8%	0%	3%	1%	-	0%	-	0%	2%	2%	2%	3%	-	2%	-	
Reading	All	9%	0%	2%	1%	-	*	-	0%	0%	2%	2%	1%	0%	1%	2%	-
	Students	8%	*	3%	0%	-	-	-	-	0%	3%	2%	-	0%	3%	0%	-
	CWD	9%	0%	1%	1%	-	*	-	0%	0%	1%	-	1%	0%	1%	2%	-
	CWOD	9%	0%	1%	1%	-	*	-	0%	0%	1%	-	1%	0%	1%	2%	-
	EL	\$%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	9%	*	2%	1%	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-



		HcHJ	5 Z]WU	<]gdUb]W	K \ ]H	-bX]Ub cf	5`Ug_U	5 g]Ub	DUM]Z	Hk c	9 @	Ghi XYbfg	8 ]gUW] ]HYg	k ]h	fGYW]cb	) \$(L
Total		2	0	0	2	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	0	0	0	0
Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	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	0	0	0	0
Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	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	0	0	0	0
Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	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	0	0	0	0
Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Referrals to Law Enforcement																
Male		2	0	0	2	0	0	0	0	0	0	0	0	0	0	0
Female		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		2	0	0	2	0	0	0	0	0	0	0	0	0	0	0
5` Ghi XYbfg																
Chronic Absenteeism																
Male		26	0	11	11	0	2	0	2	0	0	5	2	2	2	4
Female		15	0	8	22	0	0	0	2	2	2	2	2	2	2	2
Total		41	0	19	33	0	2	0	4	2	2	7	4	4	4	4
Incidents of Violence																
Incidents of sexual assault (ot0																

HcHJ

0 Ma

**Hk c**  
**cf**  
**Ghi XYbHg**  
**k jh**  
**8 jgUV] jYg**

\*\* 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 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.

**@k Dcj Yfm**

	<b>5` GW cc`</b>	
	<b>Bi a VYf</b>	<b>DYfWbh</b>
Inexperienced Teachers, Principals, and Other School Leaders	8.0	18.1%
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	1.2	2.8%

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

**DUfhfj l 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 l 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..

	<b>GHUY</b> <b>Bi a VYf cZ5 @H&amp;</b>	<b>GHUY</b> <b>FUHY cZ5 @H&amp;</b>	<b>8 jgfjWh</b> <b>Bi a VYf cZ5 @H&amp;</b>	<b>8 jgfjWh</b> <b>FUHY cZ5 @H&amp;</b>	<b>7 Ua di g</b> <b>Bi a VYf cZ5 @H&amp;</b>	<b>7 Ua di g</b> <b>FUHY cZ5 @H&amp;</b>
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%	†	&%
Science	6,133	1%	108	2%	†	&%
Grade 6						
Reading	6,038	1%	91	2%	!	!
Mathematics	6,036	1%	91	2%	!	!
Grade 7						
Reading	5,616	1%	104	2%	!	!
Mathematics	5,616	2%	103	3%	!	!
Grade 8						
Reading	5,251	1%	73	1%	!	!



