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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.

DUF hfftful 2: 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 <u>7 ca df Y Ybgij Y Gi ddcfhiUbX:a dfcj Ya YbhGW cc`g`, HJF YhYX'Gi ddcfhiUbX:a dfcj Ya YbhGW cc`g`and 5 XXJhcbU'HJF YhYX'Gi ddcfhiGW cc`g`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).</u>

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

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:YXYfU`;fUXiUh]cb`FUhYg (!mYUf`@cb[]hiX]bU`7c\cfh	-	-		-	-	5 9100	-9 00 11	lowig	0 1907)	7 1 0	3 (9)		7011
All Students		-		jy ∪ 2049 / -	/9	_	_	_	_	_	_	_	_
CWD	-	-	-	-	-	-		-	-	_	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

^{1*1} 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

DUf hiflj Ł English Language Proficiency

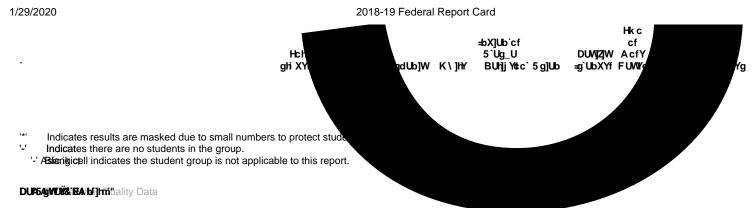
This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (T

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		5	j₩Ub		5 a Yf]WUt)	DUWJZJW	AcfY	9Wcb	9Wcb				
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	Female	%	0%	1%		-	-	*	1%	0%	0%	1%	0%	

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	Total	HchƯ ghi XYbhg 10	527]WUb 5aYf]WUb 6	<]gdUb]W 2	<mark>к\]н</mark> г 0	=bX]Ub∵cf 5`Ug_U BUh]jY 0	5 g]Ub 0	DUW]Z]W =g`UbXYf 0		9@ 0	GhiXYbhg k]h GhiXYbhg 8]gUV]]h]Yg k]h fGYW[jcb 8]gUV[]h]Yg)\$(Ł 4
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	2
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	2
Without Educational	Male	0	0	0	0	0	0	0	0	0	0
Services											
	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	4	2	2	0	0	0	0	0	0	0



This section provides inforinging here, the provides sional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and spitrees Mage 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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•	5```GW(cc`				
	Bi a VYf	DYfWYbh			
Inexperienced Teachers, Principals, and Other School Leaders	3.9	12.6%			
Teachers Teaching with Emergency or Provisional Credentials	1.9	6.6%			

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	BiaVYf`cZ5@H&	FUHY`cZ5@H&	Bia VYf⁻cZ5@e4&	FUhY`cZ5@H&	Bia VYf∵cZ5 @H&	FUhY`cZ5@el&
Mathematics cienlings	se 5,254	2%	73	1%	!	!

ScienlikkingsjiDgespikkingsingði`

1/29/2020