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

YXYfU` fUXiUh]cb FUhYg	5`` Ghi XYbhg	5Zf]WUb 5a Yf]WUb	]gdUb]W	K\]hY	5a Yf]WUb bX]Ub	5g]Ub	DUW]Z]W g`UbXYf	Hkc cf AcfY FUWYg	Wcb]gUXj	K	@`	ca Y Ygg	cghYf UfY
4-mYUf @cb[]hiX]bU` c\cfh fUXiUh]cb FUhY ( f 9-12): `Ugg cZ 2018													
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

DUfh(]j): 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)

HchU` @]b `Ugg	DfcZ]W]YbWncZ @	FUhY cZ DfcZ]W]YbWn
123	12	10%

'^' 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.

DUfh(j): 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)

	5`` Ghi XYbhg	5Zf]WUb 5a Yf]WUb	]gdUb]W	K\]hY	5a Yf]WUb bX]Ub	5g]Ub	DUW]Z]W g`UbXYf	Hkc cf AcfY FUWYg	Wcb]gUXj	K	@
Ghi XYbhGi WWYgg (Ghi XYbh5W]Yj Ya Ybh ca U]b GWcfY: GH55F ca dcbYbhCb`m)											
STAAR Component Score	73	55	65	76	-	56	*	77	48	37	43
GWcc` Ei U]hm(c``Y[Y, UfYYf, UbX A]`]hUfmFYUX]bYgg DfcZcfa UbWY)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

DUfh(j]): 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)

	5`` Ghi XYbhg	5Zf]WUb 5a Yf]WUb	]gdUb]W	K\]hY	5a Yf]WUb bX]Ub	5g]Ub	DUW]Z]W g`UbXYf	Hkc cf AcfY FUWYg	Wcb]gUXj	K	@+
GH55F DYfZcfa UbWY GhUhi g FYUX]b[											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Y		Y	Y					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	Y		Y	Y					N	N	N
AUh\ Ya Uh]Wg											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y	Y					Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%

	5`` GHi XYbfg	5 Zi]WUb 5a Yf]WUb	]gdUb]W	K\]hY	5a Yf]WUb bX]Ub	5g]Ub	DUWjZW g`UbXYf	Hk c cf AcfY FUWYg	Wcb]gUXj	K	@+
Target Met	Y		Y	Y					N	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y	Y					N	N	N

b[`]g\ @YUfbYf @Ub[iU[Y DfcZ]W]YbWmGHUfig

Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											Y
Interim Goals (2028-2032)											40%
Target Met											Y
Long-Term Goals											40%
Target Met											Y

YXYfU' fUXi Uh]cb GHUhi g^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+'   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).

DUfh(j]]): STAAR Participation

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)

	5 Zi]WUb Ua di g 5a Yf]WUb	]gdUb]WK\]hY	5a Yf]W]Ub bX]Ub	5g]Ub	DUWjZW g`UbXYf	Hk c cf AcfY FUWYg	Wcb]gUXj	Bcb Wcb]gUXj

		5 Zf]WUb				**5 a Yf]WUb**					**Wtb**	**BcRb Q Wtb**						
		Ua di g	5 a Yf]WUb	]gdUb	]WK \ ]hY	bX]Ub	5 g]Ub		g	]gUXj	]gUXj	K	K C	@	A U'Y	Ya U'Y	A][fUbh
	Female	**2%**	25%	0%	1%	-	0%	-	0%	4%	1%	10%	1%	0%	-	2%	-
Reading	All Students	**1%**	10%	0%	1%	-	0%	*	0%	1%	1%	3%	1%	0%	0%	2%	-
	CWD	**3%**	*	0%	6%	-	*	-	-	5%	0%	3%	-	0%	0%	11%	-
	CWOD	**1%**	17%	0%	0%	-	0%	*	0%	0%	1%	-	1%	0%	0%	1%	-
	EL	**0%**	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**2%**	20%	0%	1%	-	0%	-	0%	5%	1%	11%	1%	0%	-	2%	-
Mathematics	All Students	**1%**	10%	0%	1%	-	0%	*	0%	1%	1%	3%	1%	2%	0%	2%	-
	CWD	**3%**	*	0%	6%	-	*	-	-	6%	0%	3%	-	*	0%	12%	-
	CWOD	**1%**	17%	0%	1%	-	0%	*	0%	0%	1%	-	1%	2%	0%	1%	-
	EL	**2%**	*	0%	5%	-	0%	-	*	0%	4%	*	2%	2%	3%	0%	-
	Male	**0%**	0%	0%	1%	-	0%	*	0%	0%	1%	0%	0%	3%	0%	-	-
	Female	**2%**	20%	0%	2%	-	0%	-	0%	5%	1%	12%	1%	0%	-	2%	-
Science	All Students	**1%**	*	0%	1%	-	0%	-	0%	5%	1%	0%	1%	0%	1%	1%	-
	CWD	**0%**	-	0%	*	-	-	-	-	*	0%	0%	-	*	0%	*	-
	CWOD	**1%**	*	0%	1%	-	0%	-	0%	6%	1%	-	1%	0%	2%	1%	-
	EL	**0%**	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	**1%**	*	0%	2%	-	*	-	*	8%	0%	0%	2%	0%	1%	-	-
	Female	**1%**	*	0%	0%	-	*	-	0%	0%	1%	*	1%	0%	3	1%	

0%

`

'*' Indicates res

		HcHU ghiXYbhg	5 Zf]WUb 5 a Yf]WUb	]gdUb]W	K \ ]hY	bX]Ub cf 5 `Ug_U BUh]j Y	5 g]Ub	DUW]Z]W g`UbXYf	Hk c cf A cfY FUWYg	@	Ghi XYbhg k]h\ ]gUV]`]h]Yg	Ghi XYbhg k]h\ ]gUV]`]h]Yg (GYWh]cb 504)
	Total	4	0	0	4	0	0	0	0	0		0

Expulsio

'*' 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.

Part(V): Teacher Quality Data

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

Low Poverty

	All Schools	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.8	14.1%
Teachers Teaching with Emergency or Provisional Credentials	2.0	3.8%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.2%

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

Part(V): 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.

Part(VI): 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..

	State Number of AS2	State Percent of AS2	District Number of AS2	District Percent of AS2	Campus Number of AS2	Campus Percent of AS2
Grade 3						
Reading	5,881	1%	105	2%	6	4%
Mathematics	5,880	1%	105	2%	6	4%
Grade 4						
Reading	6,312	2%	112	2%	*	3%
Mathematics	6,311	2%	112	2%	*	3%
Grade 5						
Reading	6,133	1%	108	2%	*	1%
Mathematics	6,131	1%	108	2%	*	1%
Science	6,133	1%	108	2%	*	1%
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%	-	-