Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --



									Two	
									or	
			African			American		Pacific	More	
State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	

Part (vii): STAAR Participation

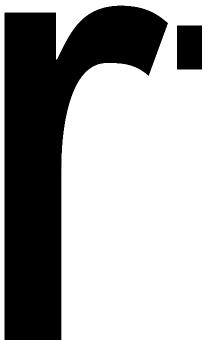


				Indian			Two	
T -+-1	A. 6			or			or	
Total	African			Alaska		Pacific		
students	American	Hispanic	White	Native	Asian	Islander	Races	

	Tota
Incidents of robbery with a firearm or explosive 0 j 032352530370115255101290 hon	(
Incidents of robbery without a weapon	(
Incidents of physical attack or fight with a weapon	(
Incidents of physical attack or fight with a firearm or explosive device	(
Incidents of physical attack or fight without a weapon	180
Incidents of threats of physical attack with a weapon	(
Incidents of threats of physical attack with a firearm or explosive device	(
Incidents of threats of physical attack without a weapon	54
Incidents of possession of a firearm or explosive device	(
Allegations jo669a6235560 ent drj 🖗 dlyidigd 0.0 j 19 407.6 12 Tf669.62.d 0 d 1 J j 🖗 d 0.09 Tf 20.44 513.5 Td (Incidents of robbery with a firearm or	explosive device)Tj11B.30.237
On the basis of sex	
On the basis of race	(
On the basis of disability	
On the basis of sexual orientation	
On th	(

Texas E

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Page 13 of 17

- Indicates there are no data available in the group.
- -3 Indicates skip logic failure.
- -8 Indicates EDFacts missing data.
- -9 Indicates not applicable / skipped.
- -11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): 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.

High Poverty School		
	All So	chool
	Number	

State Level: 2019 Percentages at NA	State Level: 2019 Percentages at NAEP Achievement Levels									
	% Below Basic	% At or Above								

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners								
Grade	Subject	Student Group	Rate					
Grade 4	Reading	Students with Disabilities	77%					
		English Learners	94%					
	Mathematics	Students with Disabilities	79%					
		English Learners	97%					
Grade 8	Reading	Students with Disabilities	83%					
		English Learners	96%					
	Mathematics	Students with Disabilities	88%					
		English Learners	97%					

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information € Chronic Absenteeism