

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 h f U L 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 [7 ca df Y Ybgj Y Gi qdcfhUbX`-a dfcj Ya YbhGW cc`g`](#), [HUF YhX`Gi qdcfhUbX`-a dfcj Ya YbhGW cc`g`](#)

H

5 Z 5 a Yf DUW
GHY8 jgr]V7 Ua di g 5 a Yf <]gdUb]WK \]hY bX 5 g]Ub g

	Mathematics	51%	52%	40%
Students				
CWD	26%	27%	8%	
CWOD	54%	57%	(*)	
al	CWD	37%	35%	(*)

9 @ AUY : Ya UYA [fUbh<ca YYgg 7 UfY A]] Ufm						
54%	48%	54%	0%	*	*	
25%	23%	17%	-	*	-	-
59%	56%	37%	-	*	*	*
54%	655 %					

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

	5 th	5 th Z ^W U ^b	5 th a Y ^f J ^U b	5 th a Y ^f J ^U b	5 th a Y ^f J ^U b	D ^U W ^Z W	H ^k c ^f A ^c f ^Y	9 ^W b ^b	7 ^K 8	9 [@]	<ca Y ^Y gg	: c ^g h ^Y f
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

D^Uh^fj^j L^l 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)

H ^k H ^U '9 @ ^j b ⁷ 'U ^g g	D ^f c ^Z W ^Y b ^W i ^c Z ⁹ @	F ^U h ^c Z ^D f ^c Z ^W Y ^b W ^m
93	18	19%

' ' 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.

D^Uh^fj^j L^l 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 th	5 th Z ^W U ^b	5 th a Y ^f J ^U b	5 th a Y ^f J ^U b	5 th a Y ^f J ^U b	5 th a Y ^f J ^U b	D ^U W ^Z W	H ^k c ^f A ^c f ^Y	9 ^W b ^b	7 ^K 8	9 [@]
STAAR Component Score	44	14	42	64	{	50	-	32	38	21	51
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

D^Uh^fj^j L^l 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

	5 th Grade										
	5 th Grade										
Target Met	N		N	N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N	N	N

9b [] g [] @ UfbYf [] @ b [] i U [] Y DfczWYbWmGHU g

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

: YXVUWjchXi Ujcb GHU gR

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).

DUfifj jk 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 th Grade	5 th Grade
	5 th Grade	5 th Grade
7 Ua di g 5 a Yf]VUb <]gdUb]WK \]hY		
hX]Ub 5 g]Ub		

		HcHJ	5 Z]WUb	<]gdUb]W	K \]H	-bX]Ub'cf	5`Ug_U	5 g]Ub	DUM]ZW	Hk c	AcfY	9 @	Ghi XYbfg	8]gUW]]H]Yg	k]h	fGYW]c b) \$(L
Total		8	2	4	2	0	0	0	0	0	0	0	0	0	0	0	0
Expulsions	With Educational Services	Male	2	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	2	2	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	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	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	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	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Female	4	0	2	2	0	0	0	0	0	0	0	0	0	0	0
		Total	6	2	2	2	0	0	0	0	0	0	0	0	0	0	0
5``Ghi XYbfg																	
Chronic Absenteeism		Male	26	2	20	2	0	0	0	2	2	2	5	0	0	0	0
	Female	32	2	20	8	0	0	0	0	2	2	2	2	0	0	0	
	Total	58	4	40	10	0	0	0	4	4	4	7	0	0	0	0	

		HcHJ
Incidents of Violence		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0
Incidents of robbery with a firearm or explosive device		0
Incidents of robbery without a weapon		0
Incidents of physical attack or fight with a weapon		0
Incidents of physical attack or fight with a firearm or explosive device		0
Incidents of physical attack or fight without a weapon		25
Incidents of threats of physical attack with a weapon		0
Incidents of threats of physical attack with a firearm or explosive device		0
Incidents of threats of physical attack without a weapon		0
Incidents of possession of a firearm or explosive device		0
Allegations of Harassment or bullying		
On the basis of sex		0
On the basis of race		0
On the basis of disability		0
On the basis of sexual orientation		0
On the basis of religion		0

DUM]ZW]]H]Yg This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		HcHJ	5 Z]WUb	<]gdUb]W	K \]H	-bX]Ub'cf	5`Ug_U	5 g]Ub	DUM]ZW	Hk c	AcfY	9 @	Ghi XYbfg	8]gUW]]H]Yg	k]h	fGYW]c b) \$(L
Preschool Programs		Male	33	0	23	8	0	2	0	0	0	8	11	0	0	0	0
	Female	35	5	20	5	0	5	5	0	0	0	11	0	0	0	0	0
	Total	68	5	43	13	0	7	7	0	0	0	19	11	0	0	0	0
Accelerated Coursework																	
Advanced Placement Courses		Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses		Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs		Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Hk c
cf
DUMZW **AcfY**
9 @ **8 [gUV]]H Yg**

HcHJ **5 Z]WUb**
gli XYbHg **5 a Yf]WUb** **< [gdUb]W** **K \]H Y**
5`Ug_U **BUHj Y** **5 g]Ub**

** 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]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.

	5`GW cc`	
	Bi a VYf	DYfWbh
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	2.0%

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

DUFHf]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.

DUFHf]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..

	GHY`	GHY`	8 [gH]W`	8 [gH]W`	7 Ua di g`	7 Ua di g`
	Bi a VYf`cZ5 @H&	FUH`cZ5 @H&	Bi a VYf`cZ5 @H&	FUH`cZ5 @H&	Bi a VYf`cZ5 @H&	FUH`cZ5 @H&
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%	!	!
Mathematics	5,254	2%	73	1%	!	!
Science	5,250	1%	73	1%	!	!

