Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: ALTON EL Campus ID: 239901101

District Name: BRENHAM ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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, as defined in subsection (c)(2), for use in the

student group, and 10 tests or students for the all student group. The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2):

State ESSA Goals

Graduation Rate		EL Progress				Mathematics					Reading/ELA	Academic Perfor		
Graduation Rate: 4-Year Longitudinal Rate^ Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	POOL SO	2027-28 through 2031-32 2032-33	2022-23 through 2026-27	2017-18 through 2021-22	Baseline 2016-17 Rates	2032-33	2027-28 through 2031-32	2022-23 through 2026-27	2017-18 through 2021-22	Baseline 2016-17 Rates	Academic Performance (At Meets Grade Level or Above)		
89% 90% 92% 94%		Š	73% 8	54%	46%	46%	72%	62%	52%	44%	44%	r Above)	Students	<u>.</u>
85% 90% 92% 94%		č	54% %	41%	31%	31%	66%	54%	42%	32%	32%		American	African
87% 90% 92% 94%		6	70% 89%	49%	40%	40%	69%	58%	46%	37%	37%		Hispanic	
93% 90% 92% 94%		ò	20% 20%	65%	59%	59%	80%	73%	66%	60%	60%		White	
86% 90% 92% 94%		6	73% 88%	53%	45%	45%	72%	62%	51%	43%	43%		Indian	American
95% 90% 92% 94%	·	<u>-</u>	04% %	85%	82%	82%	87%	82%	78%	74%	74%		Asian	
89% 90% 92% 94%		2	75% 888	57%	50%	50%	73%	63%	53%	45%	45%		islander	Pacific
92% 90% 92% 94%		1170	69% 77%	61%	54%	54%	78%	70%	62%	56%	56%		Races	Two or More
86% 90% 92% 94%		00%	57% 60%	45%	36%	36%	67%	55%	43%	33%	33%		Disadv	ECOn
78% 90% 92% 94%		0,70	48%	34%	23%	23%	60%	45%	31%	19%	19%		Educ	Special
72% 90% 92% 94%	41% 36% 38% 40%	/0%	59% 8	49%	40%	40%	65% *	52%	39%	29%	29%		Former)	EL (Current &

Ş 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).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
 b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
 c. Graduation Rate: Federal Graduation Status
 d. ELP Indicator: English Learner Language Proficiency Status
- Graduation Rate: Federal Graduation Status

 ELP Indicator: English Learner Language Proficiency Status

All Other Schools without Annual Graduates e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including— **(aa)** the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

			High Schools and K-12				Elementary and Middle Schools	Campus Type
SQSS: College, Career, and Military Readiness	English Learner Language Proficiency	4-Year Graduation Rate	Academic Achievement	SQSS: Student Achievement Domain Score	English Learner Language Proficiency	Other Academic Indicator	Academic Achievement	Indicator
30%	10%	10%	50%	10%	10%	50%	30%	Weight

(bb) the methodology by which the State differentiates all such schools;

be scaled to grades A (90-100), B (80-89), A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

period used by the State to determine consistent underperformance; and (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time

one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification. three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The

support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding. 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

improvement the following school year. 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

targeted support and improvement plans under subsection (d)(2); and Part (i)(V) 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 Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools 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)

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such

support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive comprehensive support and improvement status. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from

in both reading and mathematics To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

STAAR Percent at Approaches Grade Level or Above	Two or Non Afr Amer Pac More Econ Econ State District Campus Amer Hispanic White Ind Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care
	Foster nt Homeless Care Military

Mathematics	STAAR Percent at Meets Grade Level or Above Grade 3 Reading All 44% 38% 42%		Mathematics	Grade 4 Reading	Mathematics	Grade 3 Reading
	ent at Meets All Students	Students CWD CWOD EL Male Female	CWD CWD CWOD EL Male Female	CWD CWOD EL Male Female	CWOD EL Male Female	All
26% 46% 35% 41% 47% 48% 48% 48% 48%	s Grade	46% 78% 69% 74%	44% 78% 64% 71% 77%	52% 81% 75% 78% 78%	49% 79% 69% 73% 78%	75%
24% 39% 33% 43% 43% 43% 50% 50% 50%	₃ Level 38%	43% 71% 81%	45% 78% 67% 72% 75%	57% 86% 75% 79% 87%	43% 73% 55% 67% 73%	70%
38% 220% 38% 45% 45% 55% 55% 55%	or Abo	45% 82% 38% 69%	40% 78% 50% 63% 77%	88% 88% 80% 87% 89%	63% 71% 60% 65% 75%	70%
40% 13% 20% 15% 25% 22% 22% 31%		40% 62% 56%	40% 43% - 444% 38%	80% 70% 67% 77%	60% 43% 40% 54%	46%
20% 20% 42% 33% 50% 48% 33% 75%	37%	60% 83% 38% 82%	60% 78% 50% 91% 79%	* 86% 80% 83% 89%	* 66% 67% 61% 87%	63%
63% 52% 79% 81% 80% 80%	64%	93% - 80% 94%	* 100% - 87% 94% 88%	100% 100% 100% 100%	* 93% 87% 100%	93%
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29% 125% 30% 30% 19% 42% 42% 43% 55%%	25%	44% 73% 33% 61%	39% 60% 47% 64%	86% 79% 82% 79% 81%	57% 60% 58% 62%	59%
62% 53% 70% 70%	63%	92% ** 91%	* 97% * 100% 91%	98% 100% 96%	84% 79% 89%	85%
38% 50% 50% 80%	38%	45% - 50% 33%	40% +3% 43% 45%	88% *%*	63%	63%
42% 20% 36% 48% 55% 55% 55%	42%	, 82% 43% 76% 87%	78% 57% 71% 84%	88% 80% 87% 88%	71% 60% 66% 76% 88%	71%
20% 20% 20% 18% 33% 33%	20%	43% 38% 40%	57% 50% 40% 38%	80% 80% 82% 50%	60% 60% 64%	60%
58% 58% 58%	38%	50% 76% 40%	43% 71% 63%	80% 87% * 87%	60% 66% * 65% -	65%
18% 18% 45% 51% 51%	45%	33% 87% - *	33% 84% . * 80%	* * * * * * * * * * * * * * * * * * *	76% 64% 75%	75%
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Mathematics		Grade 4 Reading		Mathematics		STAAR Percent at Masters Grade Level Grade 3 Reading All 27% 25%	Manicinance	Mahana	Reading
Students CWD CWOD EL Male Female	Students CWD CWOD EL Male Female	All	CWD CWOD EL Male	X All	Students CWD CWOD EL Male Female	ent at Mast	Students CWD CWOD EL Male Female	CWOD EL Male Female	All
27% 13% 29% 20% 29% 25%	8% 23% 12% 20% 23%	21%	12% 25% 18% 26% 22%	24%	10% 29% 19% 24% 29%	ers Gra	27% 49% 48% 45%	24% 46% 41% 46%	State 43%
30% 9% 34% 19% 33% 27%	8% 21% 4% 17% 22%	19%	11% 27% 13% 26% 24%	25%	11% 26% 14% 19% 30%	ide Lev 25%	28% 51% 52% 43%	32% 44% 23% 40% 44%	
34% 15% 39% 0% 37% 32%	5% 26% 0% 21% 23%	22%	13% 34% 13% 33%	32%	13% 33% 13% 23%	/el 31%	30% 49% 0% 46%	30% 49% 0% 44% 45%	District Campus 42% 45%
23% 20% 24% 17% 31%	10% 10% - 6% 15%	10%	20% 13% - 13% 15%	14%	20% 9% - 7% 15%	11%	30% 29% 28% 31%	30% 29% 31%	Afr Amer 29%
21% 0% 26% 0% 29% 9%	0% 17% 0% 18%	14%	21% 13% 25%	20%	28% 13% 33% 22%	27%	40% 39% 0% 41% 36%	40% 43% 0% 41% 45%	Hispanic White 43% 61%
58% * 62% 67% 50%	45% - 40% 39%	39%	56% - 52% 58%	55%	51% - 30% 74%	50%	72% 73% 61%	66% - 56%	c White 61%
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24% 17% 28% 0% 25% 23%	18% 18% 11%	14%	14% 23% 18% 27%	22%	14% 15% 18% 15%	15%	33% 33% 32%	28% 35% 31% 36%	Econ Disadv 33%
50% * 53% * 63% 41%	36% 44% 27%	34%	47% 42% 48%	46%	53% * 37% 63%	52%	67% 75%	64% 75% 55%	Non Econ Disadv 63%
15% 15% 21%	5% 7% * '	5%	13% - - 20%	13%	13% - - 20% *	13%	30% 29% * '%	30% * 36% 17%	CWD 30%
39% - 39% 0% 42% 37%	26% 0% 26% 26%	26%	34% 13% 34% 34%	34%	33% 13% 23% 42%	33%	49% 49% 53% 45%	49% 0% 47% 50%	CWOD 49%
0% 0% **	*%0% *	0%	13% 13% 9%	13%	13% 13% **	13%	*%% * %	****	0%E
37% 21% 42% 0% 37%	7% 26% 0% 21%	21%	20% 34% 33%	33%	20% 23% 23%	23%	29% 53% 6% 46%	36% 47% 0% 44%	Male 44%
32% 0% 37% *	0% 26% . *	23%	34% 9% 32%	32%	42% 9% - 40%	40%	43% 45% 43%	17% 50% * 45%	Female 45%
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STAAR Percent at Approaches Grade Level or Above All Grades

2018-19 Federal Report Card

STAAR Percent at Masters Grade Level All Grades All Subjects All 23% 24% Students	Mathematics	Reading		STAAR Percent at Meets Grade Level or Above All Grades All Subjects All 49% 50% 47%	Mathematics	Reading	All Subjects	31212020
ent at Mast All Students	Students CWD CWOD EL Male Female	All Students CWD CWOD EL Male Female	CWD CWOD EL Male Female	ent at Weet	cs All Students CWD CWOD EL Male Female	All Students CWD CWOD EL Male Fermale	s All Students CWD CWOD EL Male Female	
ers Gra 23%	51% 26% 54% 37% 50%	47% 21% 50% 23% 43%	24% 52% 29% 47% 52%	ts Grade	81% 53% 84% 72% 82%	73% 39% 78% 54% 69%	State 77% 46% 81% 62% 74% 80%	
de Lev	54% 35% 57% 52% 56%	45% 32% 47% 15% 48%	34% 53% 24% 48%	50%	82% 56% 86% 70% 80%	71% 43% 75% 45% 67%	District 77% 50% 81% 56% 74% 80%	
el 30%	50% 36% 52% 52% 52% 47%	43% 32% 45% 13% 41%	34% 49% 17% 47%	or Abo	81% 57% 85% 65% 78% 85%	70% 46% 74% 57% 64%	District Campus 76% 52% 81% 79% 61% 71% 80% 80%	
14%	27% 33% 25% - 24% 31%	24% 33% 20% 24% 24%	33% 23% - 24% 27%	ve 25%	63% 66% 61%	44% 47% 43% 42% 46%	Amer 53% 50% 55% 55% 55%	Δfr
21%	50% 44% 22% 55% 34%	40% 33% 40% 13% 41%	42% 42% 17% 48% 36%	42%	83% 67% 85% 79% 86%	69% 50% 71% 57% 66% 72%	Hispanic 76% 58% 78% 61% 72% 79%	
51%	75% 40% 77% - 76% 73%	63% 64% 58% 68%	40% 71% - 67% 70%	69%	95% 60% 97% - 92% 97%	92% 40% 96% - - 87% 97%	50% 96% 59% 96% 96% 97%	
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46%	67% * * 68% 17% 69%	63% 63% 17% 63%	50% 65% 17% 66%	65%	94% 95% 67% 94%	90% 90% 90%	Disadv 92% 67% 93% 58% 91% 92%	Non From
11%	36% 36% 42% 22%	32% 32% + + 42% 11%	34% - * 42% 17%	34%	57% 57% 58% 56%	46% 46% 47% 44%	CWD 52% 52% * 53% 50%	
33%	52% 52% 52% 54%	45% 45% 14% 41%	49% 18% 48% 49%	49%	85% 85% 88% 88%	74% - 74% 59% 68%	79% 79% 79% 64% 75% 84%	
9%	22% * 23% 22% 33%	13% 14% 13% 11%	18% 17% 22% 14%	17%	65% 68% 65% 71%	57% * 59% 57% 44%	61% 64% 61% 68%	
28%	52% 42% 54% 53%	41% 42% 41% 41%	42% 48% 22% 47%	47%	78% 58% 82% 78%	64% 47% 68% 44%	Male 71% 53% 75% 71%	
32%	47% 22% 50% 14% -	45% 11% 49% 14% - 45%	17% 49% 14% - 46%	46%	85% 56% 88% 71%	76% 44% 80% 64%		
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	Mathematics		Reading		
Students CWD CWOD EL Male Female		CWD CWOD EL Male	All Students	CWOD EL Male Female	CWD
11% 28% 16% 25% 26%	23%	7% 22% 8%	20%	25% 11% 22% 24%	State 8%
18% 29% 10% 29% 27%	22%	16% 20% 17%	19%	25% 7% 23% 24%	District
14% 36% 9% 35% 32%	32%	7% 30% 9% 22%	27%	33% 9% 28% 32%	Campus 11%
20% 18% 15% 23%	15%	13% 9% 6%	10%	14% 11% 19%	Afr Amer 17%
0% 23% 9% 28% 14%	17%	0% 23% 9% 24%	21%	23% 9% 16%	Hispani 0%
20% 59% - 58% 54%	57%	0% 49% - 34%		55% 55%	
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16% 25% 12% 26%	17%	12% 13%	15%	121% 128% 188	Econ Disadv 12%
* 49% 0% 51% 45%	47%	46% 40%	44%	46% 46%	Non Econ Disadv
14% - * 21% 0%	0%	7% *	7%	16% 0%	CWD
36% 9% 38% 35%	36%	30% 9%	30%	33% 9% 35%	CWOD
9% 9% 11% 7%	7% 9%	9% 9% 11%	9%	7% 11% 7%	* m
21% 38% 11% 35%	35%	25% 11% 11%	22%	31% 11% 28%	Male 16%
0% 35% 7% -	32% 32%	0% 35% 7%	32%	35% 7% 32%	Female
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1 *1 *1	* t	* 1 * 1	*	. * 1 *	Migrant Homeless
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^{- ¥} Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWD: children without disability; EL: English learner) Part (iii)(I): Academic Growth

Female	Male	F	CWOD	CWD	All Students	Mathematics	Female	Male	F	CWOD	CWD	All Students	Reading	Academic Growth Score	
74	69	50	73	68	72		73	57	56	66	59	65			All Students /
58	53	•	50	67	55		69	50	1	60	56	58			African American Hispanic
73	74	50	74	70	73		82 2	53	56	61	8	64			Hispanic
91	<u>81</u>		89	*	87		74	73	ı	75	*	73			White
	ı		ı	•			1	•	1	1	1	ı			American Indian
1	*	ı	*	1	*		1	*		*	•	*			Asian
	ı	1	1	1	1			1	,	ī	ī	1			Pacific Islander
*	*	•	*	¥	*		*	*	1	*	*	*			Two or More Races
64	63	33	61	69	ස		64	49	42	54	56	5 <u>7</u>			Econ Disadv
80	63	*		68	<u>ග</u>		60	58	*	1	59	59			CWD
*	40	50	43	*	50		*	40	56	50	*	56			P

Indicates zero observations reported for this group.

Part (iii)(II): Graduation Rate

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

			8	CWD	All Students	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018	Federal Graduation Rates	
						ohort Gradua		40
•		•	ŀ	1	ı	tion Rate		All Students
1	ŧ		ı		ı	(Gr 9-12):		African American
1	1	ı	ı	ı	1	Class of 20		All African Students American Hispanic White
1	Ī	•	1	1	ı	018		White
•	ı	,						American Indian
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1	•		1		ı			Pacific Islander
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ł	•	•	1		1			CWD
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	ı	ŧ	•					Homeless
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Indicates results are masked due to small numbers to protect student confidentiality. Indicates there are no students in the group.

Part (iv): English Language Proficiency

(EL: English learner) Proficiency Assessment System) data. This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language

55	Total EL in Class
10	Proficiency of EL
18%	Rate of Proficiency

Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

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) 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

School Quality (College, Career, and Military Readiness Performance)	STAAR Component Score	All African Ameri Students American Hispanic White India Student Success (Student Achievement Domain Score: STAAR Component Only)
; and Military	51	All Students evement Dor
Readines	3	African American nain Score
s Perform	46	All African Students American Hispanic White ement Domain Score: STAAR Component
ance)	71	White Componen
	*	American Indian t Only)
	*	Asian
		Pacific Islander
	25	Pacific Two or More Islander Races
	39	Econ Disadv
	32	CWD
	29	严

ž 1, Ever EL in grades 9-12

Indicates results are masked due to small numbers to protect student confidentiality.

Indicates zero observations reported for this group.

٠,	₽
American	African
Hispanic	
White	
Indian	American
Asian	
islander	Pacific
	Two or More
Disadv	Econ
CWD	
四	

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

Part (vi): 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)

Interim Goals (2028-2032)	Interim Goals (2023-2027) Tarnet Met	Interim Goals (2018-2022)	Federal Graduation Status^	Target Met	Target Met	Interim Goals (2028-2032)	Interim Goals (2023-2027) Target Met	Interim Goals (2018-2022) Target Met	English Learner Language Proficiency Status	larget Met	Long-Term Goals	Target Met	Interim Goals (2028-2032)	Target Met	Interim Goals (2023-2027)		Interim Goals (2018-2022)	Mathematics	Target Met	Long-Term Goals	Target Met	Interim Goals (2028-2032)	Target Met	Interim Goals (2023-2027)	Target Met	Interim Goals (2018-2022)	Reading	STAAR Performance Status	
94%	92%	90%							iciency Statu	Z	73%	z	63%	Z	54%	~	46%	•	Z	72%	Z	62%	Z	52%	z	44%			All Students
94%	92%	90%							v	z	66%	z	54%	Z	41%	z	31%	;	z	66%	Z	54%	Z	42%	z	32%			African American
94%	92%	90%								z	70%	Z	59%	z	49%	~	40%	;	z	69%	Z	58%	Z	46%	~	37%		•	Hispanic
94%	92%	90%								Z	80%	~	73%	~	65%	~	59%	:	Z	80%	Z	73%	z	66%	~	60%			White
94%	92%	90%									73%		63%		53%		45%			72%		62%		51%		43%		,	American Indian
94%	92%	90%									91%		88%		85%		82%			87%		82%		78%		74%			Asian
94%	92%	90%									75%		66%		57%		50%		,	73%		63%		53%		45%			Pacific Islander
94%	92%	90%									77%		69%	;	61%	;	54%		;	78%		70%		62%		56%		1	Two or More
94%	92%	90%								z	68%	z	57%	Z	45%	z į	36%	2	z ;	67%	z	55%	Z į	43%	Z	33%		1	Econ Disady
94%	92%	90%								z	62%	z	48%	≺ ;	34%	Υ;	23%	3	Z :	60%	Z	45%	≺ ;	31%	~	19%		!	CWD
94%	92%	90%		Z %	z	40%	38%	36% N		Z	70%	z	59%	Z	49%	Z	40%	7	2 3	65%	Z	52%	Z	39%	~	29%		ļ	<u>m</u> +

Long-Term Goals Target Met	Topot Mot
94%	All African Students American
94%	African American
94%	Hispanic
94%	White
94%	American Indian
94%	Asian
94%	Pacific Islander
94%	Two or More Races
94%	Econ Disadv
94%	CWD
94%	<u>г</u> +

- ÷ 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).
- ž

Part (vii): 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)

Studen CWD CWC EL Male Fema Non-Participation Rate	Science		Math		Reading	Participation Rate
ticipati	ξ.		Mathematics		ling	ticipation R : All Subjects
Students CWD CWOD EL Male Female Female	₽	CWD CWOD EL Male Female	Students	Students CWD CWOD EL Male Female	Students CWD CWOD EL Male Female	ate All
, , , , , , ,		100% 100% 100% 100%	100%	100% 100% 100% 100%	100% 100% 100% 100% 100%	Campus
	1	100% 100% - 100% 100%	100%	100% 100% - 100% 100%	100% 100% - 100% 100%	African American Hispanic 100% 100%
F 1 1 1 1	1	100% 100% 100% 100%	100%	100% 100% 100% 100%	100% 100% 100% 100%	Hispanic
	•	100% 100% - 100% 100%	100%	100% 100% - 100% 100%	100% 100% 100% 100%	White
1 1 1 1 1	•	* 1 1 * 1	*	* 1	* * 1 1 * 1	American Indian *
1 1 1 1 1	ı	* * 1 * 1	*	* * * * 1	* * * * * * * * * * * * * * * * * * * *	Asian 100%
7 1 1 1 1	1	1 1 1 1 1	ı			Pacific Islander
1 1 1 1 1	ı	* * 1 * *	100%	* * 1 * *	100% 100% 100%	Two or More Races
1 1 1 1 1	1	100% 100% 100% 100%	100%	100% 100% 100% 100%	100% 100% 100% 100% 100%	Econ Disadv
1 1 1 1 1	1	100% 100% 100% 100%	100%	100% 100% 100%	100% 100% 100% 100%	Non Econ Disadv
1 1 1 1 1	1	100% - 100% 100%	100%	100% - 100% 100%	100%	CWD
1 1 1 1 1	ı	100% 100% 100% 100%	100%	100% 100% 100% 100%	100% 100% 100% 100%	CWOD
1 1 1 1	1	* 100% 100% 100% 100%	100%	* 100% 100% 100%	100% 100% 100% 100%	EL
1 1 1 1 1	1	100% 100% 100% 100%	100%	100% 100% 100% -	100% 100% 100% 100%	Male 100%
1 1 1 1	i	100% 100% 100% 100%	100%	100% 100% 100% 100%	100% 100% 100% 100%	Female
	ı	1 *1 *1	*	1 * 1 * 1	* 1 *1 *1	Migrant *

Science		Mathematics	Reading	All Subjects
All Students CWD CWOD EL Male Female	CWD CWOD CWOD EL Male Female	CWD CWOD EL Male Female	CWD CWOD EL Male Female	All Students
	0% 0%% 0%%	0 0 0 0 0 0 0 0 0 % % % % % % % % % % %	0% % % % % % % % % % % % % % % % % % %	Campus
1 1 1 1 1 1	0% - %	0% 0% 0%	0% 0%	African Campus American Hispanic 0% 0% 0%
1 1 1 1 1	00000	0 0000	2 % %%%%	Hispanic
1 1 1 1 1 1	0% - %%	0% 0%	0% 0%	White
	* 1	* *!! *!	* *11 *1	American Indian *
1 1 1 1 1	* * 1 * 1	* * * * * *	* * * * %	Asian 0%
1 1 1 1 1	1 1 1 1 1		1 1 1 1 1 1	Pacific Islander
1 1 1 1 1	* * 1 * *	0% * * * *	0 0 0 *	Two or More Races
	00000	0 00%%	0 0000	Econ Disadv
T 1 1 1 1 1	0% 0% 0%	0 00% *	0% 0% 0% 0%	Non Econ Disadv
1 1 1 1 1	0% * ' %	0% * ' %	0% * ' %	CWD
1 1 1 1 1	0% -	0%	0 0%%	CWOD
1 1 1 1 1	0%% *	0 00 00 *	0 00 *	0% F
	- 0% 0% - 0%	0% ' %% 0%%	0% 0% 0% 0%	Male 0%
	0%	0 % . %%	0% 0% 0%	Female
F F F T T T	1 *1 *1	* ! * ! * !	* 1 * 1 * 1	Migrant *

^{1.} ž Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

Students Without Disabilities
Total students
Total African students American Hispanic
Hispanic
White
Indian or Alaska Native
Asian
Pacific Islander
Two or More Races
m
Students I with Disabilities
Students with Disabilities (Section s 504)

Scriput-Neidled Alfests		Under Zero Tolerance Policies	Without Educational Services	Expulsions With Educational Services			Out-of-School Suspensions			In-School Suspensions			Relenals to Law Eillorcement	Deferrals to Low Enforcement			School-Related Arrests		Citati Leio ioleialice i olicies	Under Zero Tolerance Policies		William Educational Set vices	Without fidencing of the		With Educational Services	Expulsions			Out-of-School Suspensions				In-School Suspensions	
Male	Female Total	remale Total Male	Female Total Male	Male	Total	Male	č	Female	Male		Total	Female	Molo	lotal	Female	Male	į	Total	Female	Male	Total	T MAIN	lotal	Female	Male	Iotal	remale	Male .	•	Total	Female	Maje		
0	00	000	000	0	<i>1</i> 4	» »	1	۰.	4		0	0 0	>	0	0	0	. (> c	> C	-	-	o c	o C	0	0	4	· C	4.	•	12 12	> 7	3	students	Total
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0	00	000	000	0	20 0	N	c	0	0		0	00	>	0	0	0	ć	> C	> C	> C	>) C) C	0	0	C	0	0		2	1 C	v	Hispanic	
0	00	000	000	0	00	0	c	0	0		0	00	>	0	0	0	c	o c	-	o c	o c	c	0	0	0	c	0	0		0 (> c	>	White	
0	00	000	000	0	00	0	c	0	0		0	00	o	0	0	0	c	> C	o c	o c	00	· C	0	0	0	0	0	0		0 (-	>	Native	Indian or Alaska
0	000	000	000	0	00	0	c	0	0		0	0 0	>	0	0	0	c	> C	o c	o c	0	C	0	0	0	0	0	0		0	> c	>	Asian	
0	000	000	000	0	00	0	¢	0 0	0		0 (o c)	0	0	0	c) C	o C	o c	0	0	0	0	0	0	0	0	•	0 0	> c	>	Islander	Pacific
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																																	Disabilities	Students
0	000	000	000	0	N 0	2	0	00	>																								504)	Students with Disabilities

	All Students Chronic Absenteeism				Referrals to Law Enforcement					
Male Female Total		Total	Female	Male		Total	Female			
64 32 44		0	0	0		0	0	students	Total	
14 11 25		0	0	0		0	0	American	African	
14 28		0	0	0		0	0	Hispanic		
752		0	0	0		0	0	White		
000		0	0	0		0	0	Native	Alaska	Indian or
NNO		0	0	0		0	0	Asian		
000		0	0	0		0	0	Islander	Pacific	
202		0	0	0		0	0	Races	More	Two or
7 5 2		0	0	0		0	0	P		
6 5 1								Disabilities	with	Students I
202		0	0	0		0	0	504)	(Section	Students with Disabilities

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

Total

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Part (viii)(II) 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.

rieschod riogianis	
Male Female	
73 82	Total African students American F
26 26	African American
35 41	Hispanic
ω ω	White
00	Indian or Alaska Native
NN	Asian
00	Pacific Islander
σN	Pacific Two or More Islander Races
17 17	P
N N	Students with Disabilities

	Dual Enrollment/Dual Credit Programs			International Baccalaureate Courses			Advanced Placement Courses	Accelerated Coursework		
Female	Male	Total	Female	Male	Total	Female	Male		Total	
t	ı	1	ı		•	1	3		155	Total students
	1	•	ı	ı			ı		52	Total African students American
	ı	1	ŀ		1	ı	1		76	n an Hispanic
•	,	,		,			ı			White
1	ı	1	1	•			ı		0	Indian or Alaska Native
ı		1	1		,	1	ī		4	Asian
	ı	ı	ı	1	ı		ı		0	Pacific Islander
	1	1	1	ı	•	•	ı		7	Two or More
	,	,	•	ŧ			,		ω	<u>m</u>
•	1	1	ı	ı					4	Students with Disabilities

- £ Indicates results are masked due to small numbers to protect student confidentiality.

otal

Indicates there are no students in the group.

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

Part (ix): Teacher Quality Data

in the subject or field for which the teacher is certified or licensed. 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 This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and

	AllSi	All School
Inexperienced Teachers, Principals, and Other School Leaders	Number 7.0	Percent 17.9%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.3	6.2%
the leacher is Certified or Licensed		

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

Part (x): 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 (xi): STAAR Alternate 2 Participation

2018-19 school year.. 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

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Caro)

4%	ယ	5%	120	1%	40,350	Mathematics
4%	ဖ	4%	133	1%	45,064	Reading
4%	1 2	4%	296	1%	101,751	All Grades All Subjects
•		3%	13	1%	4,954	Biology
•		5%	22	1%	5,122	Algebra I
ŧ		3%	13	1%	4,680	English II
•		4%	22	1%	5,150	End of Course English I
1		3%	12	1%	5,250	Science
•	1.	4%	12	2%	5,254	Mathematics
	•	3%	12	1%	5,251	Grade 8 Reading
•	*	6%	23	2%	5,616	Mathematics
r	•	6%	23	1%	5,616	Grade 7 Reading
•	ŧ	5%	20	1%	6,036	Mathematics
•	•	5%	20	1%	6,038	Grade 6 Reading
•	•	5%	1 8	1%	6,133	Science
•	ŧ	5%	à	1%	6,131	Mathematics
	•	5%	18	1%	6,133	Grade 5 Reading
6%	on .	4%	14	2%	6,311	Mathematics
6%	တ	4%	14	2%	6,312	Grade 4 Reading
3%	*	3%	<u></u>	1%	5,880	Mathematics
3%	*	3%	11	1%	5,881	Reading
Campus Rate of ALT2	Campus Number of ALT2	District Rate of ALT2	District Number of ALT2	State Rate of ALT2	State Number of ALT2	Grade 3

Science State Number of ALT2 16,337 State Rate of ALT2 District Number of ALT2 43 District
Rate of ALT2 Number of ALT2 Rate of ALT2 Campus

Indicates results are masked due to small numbers to protect student confidentiality.

Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade 8		Grade Grade 4
Reading	Mathematics	Subject Reading
Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners	Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners	Student Group Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv Students with Disabilities English Language Learners
533 533 533 533 533 533 533 533 533 533	16 24 19 8 9 4 4 8 21 22	% Below Basic TX US 39 45 52 48 48 22 23 * 11 11 18 42 26 26 47 79 73
27 46 47 18 41 41 41 40 40 68	19 35 27 11 7 33 33 7 16 29 41	V Basic US 34 52 45 50 18 42 42 47 73 65
67 47 47 80 80 92 80 92 74 87 74 87 74 87 87 87 87 87 87 87 87 87 87 87 87 87	84 76 81 92 96 * 91 45	% At or At TX 61 48 52 78 * * 89 * 74 50 21 39
	81 65 67 89 84 84 84 84 84 84 84 84	Ö
25 441 441 441 441 441 441 441 441 441 44	29 29 29 29 29	% At or Abo TX 30 16 21 48 ** 65 ** 838 19 19
34 22 42 19 57 25 27 20	41 20 52 28 69 69 16 44 44 16	% At or Above Proficient TX US 30 35 16 18 21 23 48 45 * 19 65 57 * 25 38 40 119 21 8 10
7/2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	N 1 2 2 4 4 5 4 6 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	## ## ## ## ## ## ## ## ## ## ## ## ##
14 5 13 13 13 14 17 17 17	1230068412329	Vanced US 9 12 12 22 21 11 21 11

Grade	7										
Subject	Mathematics										
Student Group	Overall	Black	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Students with Disabilities	
% Below Basic TX US	32	48	37	20	*	10	*	25	41	73	3
v Basic US	သ	53	43	20	49	12	45	27	46	73	3
% At or Ab TX	<u>ග</u>	52	63	80	*	90	*	75	59	27	;
Above Basic US	69	47	57	80	51	88	55	73	5ī 4	27)
% At or Above Proficient TX US	బ	ਨ	2	44	*	71	*	41	19	Ο'n	,
ve Proficient US	3 <u>4</u>	14	20	4	1 5	64	21	38	ಹ	တ	ı
% At A.	7	<i>ن</i> .	ယ ၊	3	*	ა 6	*]	<u></u>	Ν	_	•
% At Advanced TX US	10	v 7	14	1 2	ພຸ	ယ္က	4 ;	72	ω	>	.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

			Grade 8				Grade 4	Grade
	Mathematics		Reading		Mathematics		Reading	Subject
English Learners	Students with Disabilities	Student Group						
97%	88%	96%	83%	97%	79%	94%	77%	Rate

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.