Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus ID: 239901041

District Name: BRENHAM ISD

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

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 2022-28 through 2031-32		2032-33	2027-28 through 2031-32	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)		
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[₹] 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
- Graduation Rate: Federal Graduation Status
- ELP Indicator: English Learner Language Proficiency Status

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 All Other Schools without Annual Graduates

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

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 three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(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. 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 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

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 improvement the following school year.

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) targeted support and improvement plans under subsection (d)(2); and

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

comprehensive support and improvement status. D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive 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 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

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) This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and

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27%	24% 24% - 0% 19% 29%	26% 26% - 28% - 4% 23%	45% 45% * * 42%	39% 39% - 8% 36% 41%	36% 36% - 8% 33%	39% - 12% 36% 42%	39%	
33%	24% - - 24% 4% 23% 24%	29% - 29% 9% 30% 28%	56% 56% 32% 58%	60% 60% 60%	46% - 46% 17% 44% 48%	54% 53% 53%	54%	CWD CWOD
11%	4% 4% 4%% 3%%	8 4 Q 8 Q 8 Q 8 X 8 X 8 X 8 X 8 X 8 X 8 X 8	32 * 33 32% * 328 32% * 328	30% 8% 33% 30% 29%	15% 8% 17% 15% 14%	12% 27% 25% 24% 26%	25%	Ħ
32%	22% 19% 23% 4% 22%	29% 23% 30% 29%	55% 42% 58% 55%	56% 36% 56% 56%	43% 33% 44% 43%	36% 53% 24% 51%	51%	Maie
33%	25% 29% 24% 3% -	28% 30% 28% 8%	53% 50% 54% 36% -	57% 41% 60% 30%	47% 39% 48% 18% - 47%	42% 54% 26% - 52%	52%	
ı		1 1 1 1 1 1	F T T T T F	1 1 1 1 1	1 1 1 1 1	1 1 1 1	1	e Migrai
*	* 1 1 1 * *	*1 (1 * *		* 1 1 1 4 4	* 1 1 1 * *	* 1 1 1 *		 Female Migrant Homeless
*	1 * 1 * 1 *	1 * 1 * 1 *		1 + t + 1 +	t # 1 # 1 #	1 * 1 * 1	*	Foster Care
*	1 * 1 * 1 *	1 *1 *1 *	1 *1 *1 *	1 * 1 * 1 *	1 * 1 * 1 *	1 * 1 * 1	*	Foster Care Military

									Science						
			CWD	CWOD	ш	:	Male	Female	≧	Students	CWD	CWOD	尸	Male	Female
		State	11%	28%	16%		25%	26%	24%		8%	26%	7%	25%	23%
		District	18%	29%	10%		29%	27%	26%		16%	27%	5%	27%	25%
		Campus	27%	33%	11%		32%	33%	31%		32%	31%	13%	36%	26%
	Δfr	Amer	44%	14%	ı		20%	24%	20%		59%	10%	r	20%	21%
		Hispanic	15%	25%	\$ %		21%	26%	23%		17%	24%	13%	30%	16%
		-	12%						46%		15%	49%	ı	55%	37%
	Amer	Βď	•	1			ı	ı	ŧ		1	ı	ı	ı	ı
		Asian	*	67%	*		86%	57%	*		*	*	*	*	*
	ם מ	S	1	*	•		Ł	*	ı		ı	ı	t	ı	
	Two or	Races	*	42%	'	;	40%	38%	*		*	*	1	*	*
1	3	Disadv	30%	20%	80%	2	22%	23%	21%		36%	17%	12%	24%	17%
!	Non	Disadv	14%	50%	٥n /هر	6	46%	48%	47%		13%	49%	20%	5 <u>4</u> %	40%
		CWD	27%	F	000	2	24%	30%	32%		32%		*	29%	35%
		CWOD	1	33%	110	- 70	33%	33%				31%	14%	37%	25%
		Ш	8%	1%	2 2	6	10%	12%	13%		*	14%	13%	16%	7%
		Male	24%	33%	200	6	32%	1	36%		29%	37%	16%	36%	1
		Female	30%	33%	300	0,71	1	33%	26%		35%	25%	7%	۱ ;	26%
		Migrant							,						
	_	Homeless	* (•	1	*	,			•	•	,	1
	1	Care		* 1		,	*	ı			,				r
		Military	y	* :			*	r	*			*	r	*	

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
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; EL: English learner)

Female	Male	THE STATE OF THE S	CWOD	CWD	All Students	Mathematics	Female	Male	P	CWOD	CWD	All Students	Reading	Academic Growth Score	
75	77	72	78	67	76		62	65	57	63	65	64			All Students
77	75	ı	76	75	76		67	70	1	66	77	69			African American
73	74	72	76	57	73		65 5	59	56	64	51	62			African American Hispanic
75	80	ı	79	62	78		58	65	1	62	<u>6</u>	బ			White
1	1	ı	1	,	ı		ı	1	1	•	i	ł			American Indian
71	100	*	83	*	8		50	100	*	79	*	75			Asian
*			*	ı	*		*	1	,	*	1	*			Pacific Islander
75	*	1	8 2 2	*	œ æ		50	*	i	50	*	54			Two or More Races
73	73	71	75	66	73	ļ	62	64	55	ద్ద	66 6	සු			Econ Disady
59	74	45	1 :	67	67		62	68 8	59	1]	65	හු			CWD
73	72	77	77	4 5 i	73	1	50	57	57	57	59	57		į	P

Part (iii)(II): Graduation Rate

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

Female	Male	Щ	CWOD	CWD	All Students	Federal Graduation Rates 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018	
ì	•	•	•		•	Graduation Rate	All Students
1	1	1			1	(Gr 9-12)	All African Idents American
ŧ	1	ı	1	i		Class of 2	All African Students American Hispanic White
ı	ı	ı	ı	ı	ı	018	White
	ı	•	ı	ı	ı		American Indian
1	1	ı		,	ı		Asian
ı	,	1			•		Pacific Islander
	ı	1		,	,		Two or More Races
•	•	ı	ı	1	ŧ		Econ Disadv
ı	1	ı	ı	•	ı		CWD
ì	1		,				E -
•	ı			1			Homeless
1	ı	•	•	ı	ı		Foster

돌다. 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

Part (iv): English Language Proficiency

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

(EL: English learner)

	Total EL in Class	Proficiency of EL	Rate of Proficiency
	79	14	18%
-	Indicates data reporting does not meet for Minimum Size.	et for Minimum Size.	
-	Indicates results are masked due to s	Indicates results are masked due to small numbers to protect student confidentiality.	entiality.
_	Indicates zero observations reported for this group	for this group	•

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

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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)

%Students meeting CCMR	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)
ı	and Militar	53	All Students vement Do
ì	y Readines	43	All African America Students American Hispanic White Indian ment Domain Score: STAAR Component Only)
1	ss Performa	47	ı Hispanic e: STAAR C
ŧ	ance)	65	White component
•		f	American Indian t Only)
		87	Asian
ı		*	Pacific Islander
1		56	Two or More Races
ī		46	Econ Disadv
i		41	CWD
ı		32	甲

C & 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)

Long-Term Goals Target Met	Interim Goals (2028-2032) Target Met	Interim Goals (2023-2027) Target Met	Interim Goals (2018-2022) Target Met	Federal Graduation Status^	Target Met	Interim Goals (2028-2032) Target Met	Target Met	larget Met Interim Goals (2023-2027)	Interim Goals (2018-2022)	English Learner Language Proficiency Status	Target Met	Long-Term Goals	Target Met	Interim Goals (2028-2032)	Target Met	Interim Goals (2023-2027)	Interim Goals (2018-2022) Target Met	Mathematics	Long-Term Goals	Target Met	Interim Goals (2028-2032)	Target Met	Interim Goals (2023-2027)	Target Met	Interim Goals (2018-2022)	STAAR Performance Status	
94%	94%	92%	90%							iency Statu	Z	73%	Z	63%	≺ ;	54%	46% Y	2	/2%	z	62%	Z	52%	~	44%		All Students
94%	94%	92%	90%							v	z	66%	Z	54%	≺ {	41%	31% ×	2	66%	z	54%	z	42%	z	32%		African American
94%	94%	92%	90%								z	70%	Z	59%	≺ ç	49%	40% \	Z	<u>8</u>	z	58%	z	46%	≺	37%		Hispanic
94%	94%	92%	90%								z	80%	z	73%	۲ ۶	65 - %	59% '	2	80%	z	73%	z	66%	z	60%		White
94%	94%	92%	90%									73%		63%	00	73°%	45%		72%		62%		51%	;	43%		American Indian
94%	94%	92%	90%									91%		88%	6	χη γ.	82%		87%		82%		78%	;	74%		Asian
94%	94%	92%	90%									75%		66%	,	707.5	50%		73%		63%		53%	;	45%		Pacific Islander
94%	94%	92%	90%									77%	į	69%	6	610/	54%		78%		70%		62%		56%		Two or More Races
94%	94%	92%	90%								Z	68%	Z	57%	< %	Å50 ~	36%	z	67%	Z	55%	Z	43%	< ?	33%		Econ Disadv
94%	94%	92%	90%								z	62%	Z ;	48%	< ⁴	ა *გ~	23%	z	60%	z	45%	≺ ¦	31%	< ?	19%		CWD
94%	94%	92%	90%		v 40%	z 40%	zŝ	38 Z	36%		z	70%	Z	59%	49% \	, ,	40%	z	65%	z	52%	Z	39%	< 2	20%		<u>ሮ</u> +

ŧ 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).

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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)

All Subjects	Science All Studen CWD CWC EL Male Fema Non-Participation Rate	Mathematics	Reading	All Subjects	Participation Rate
	ipatio		g	ects	on Ra
All Students CWD CWOD EL Male Female	All Students CWD CWOD EL Male Female Female	All Students CWD CWOD EL Male Female	All Students CWD CWOD EL Male Female	All Students CWD CWOD EL Male Female	र्ह
0%%%%%	100% 100% 100% 100% 100% 99%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	Campus
0% 0% 0%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	African Campus American Hispanic White
00000 0	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	Hispanic
0%	99% 100% 99% - 100% 99%	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
00000 0	* * * * *	100% * 100% * 100%	100% * 100% 100%	100% 100% 100% 100%	Asian
* 1 1 * 1 *		* 1 1 * 1 *	* 1 3 * 1 *	* 1 1 * 1 *	Pacific Islander
0% * %	* * 1 * * *	100% 100% 100% 100%	100% 100% 100%	100% 100% 100%	Two or More Races
00000 0	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	Econ Disadv
0% 0% 0% 0%	99% 100% 99% 100% 100% 99%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	Non Econ Disadv
000,00	100% 100% * 100% 100%	100% 100% - 100% 100%	100% 100% - 100% 100%	100% 100% 100% 100%	CWD
0%% %	100% - 100% 100% 100% 99%	100% 100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	CWOD
0%%%%%	100% * 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	Ē
0%%%%	100% 100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	Male
0%	99% 100% 99% 100% -	100% 100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	Female
	1 1 1 1 1 1	1 1 7 1 1 1	1 1 1 1 1 1	1 1 1 1 1 1	Migrant

Science	Mathematics		Reading
All Students CWD CWOD EL Male Female	Students CWD CWOD EL Male Female	Students CWD CWOD EL Male Female	A
0% 0% 1%	0% 0% 0%% 0%%	0% 0% 0%	Campus 0%
0% 0%	0% 0% 0%		African American I
00000 0	0%%%%%	0%%	Hispanic 0%
1% 1 1% 4 1% 7	0% 0%	0% 0% 0%	White
1 f 1 1 f 1	1 1 1 1 1 1		American Indian
* * * * * *	0% *% * %	0% * 0% *	Asian 0%
	*!! *1 *	* 1 1 * 1	Pacific Islander
* * : * * *	0% + %	0% ' *	Two or More Races
00000 0	00000 0000 0000000000000000000000000000	00000	Econ Disadv
1% 0% 1% 0%	00000 0	0%%%	Non Econ Disadv
0% * ' % %	0% %	0% 0% 0%	CWD
0% 0% 1%	0% 0% 0%	0% 0% '	CWOD
0% * %	000000	0%%	%E
· % % %	- %%% %	- 0000	Male 0%
1% 0% 1% 0%	0%, %% %	0% 0% - %	Female
1 1 1 1 1 1	1 1 1 1 1 1	1 1 1 1 1	Migrant -

^{·: *} Indicates results are masked due to small numbers to protect student confidentiality.

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)

Expulsions				Out-of-School Suspensions				In-School Suspensions	Students Without Disabilities	
	Total	Female	Male		Total	Female	Male			
	13	2	그		80	17	63			Total students
	4	N	N		34	œ	26			African American
	7	0	7		34	(J)	29			Hispanic
	2	0	2		1	2	œ			White
	0	0	0		0	0	0			Indian or Alaska Native
	0	0	0		2	N	0			Asian
	0	0	0		0	0	0			Pacific Islander
	0	0	0		0	0	0			Two or More Races
	4	0	4		14	0	14			P
										Students with
									•	Students with Disabilities (Section s 504)

Indicates zero observations reported for this group.

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Chronic Absenteeism	All Students	Referrals to Law Enforcement	School-Related Arrests		Under Zero Tolerance Policies		Without Educational Services		Expulsions With Educational Services			Out-of-School Suspensions			In-School Suspensions	Students With Disabilities			Referrals to Law Enforcement	1			School-Related Arrests		Under Zero Tolerance Policies			Without Educational Services		With Educational Services			
Male	Male Female Total	ricale Female Total		Female Total	Male	Female Total	Male	Female Total	Male	Total	Wale		Total	Female	300		Total	Female		Total	Female	Male	iotal	Female	Male	Total	Female	Male	Total	Male			
21	000	000)	00	0 0	00	00	o c	0	12 0	2 12	3	23	N <u>1</u>	y 1		0	-	>	0	0	0	c	0	0	0	0	0 0	>	0	Total students		
N	000	000	>	00	00	0	00	0	0	24	4 C	•	13	N <u>-</u>	<u>.</u>		0 (> c	>	0	0	0	c	0	0	0	0	0 0	> 0	0	African American		
<u> </u>	000	000)	00	0 0	0	00	0	0	4	4 c		IJ.	0 0	ח		0 (> c	>	0	0	0	c	0	0	0	0	00	-	0	Hispanic		
œ	000	000	,	00	00	00	00	0	0	-4	4 0		G 1 -	00	n		0 0	> C	>	0	0	0	c	0	0	0	0	0 0	>	0	White		
0	000	000)	00	00	0	00	0	0	00	0	,	0	00	>		0	> c	>	0	0	0	C	0	0	0	φ.	00	o c	0	Alaska Native	Indian or	
0	000	000	•	00	00	0	00	0	0	00	0	ı	0	00	>		0 0	> C	>	0	0	0	c	0	0	0	0 (0 0	0	0	Asian		
0	000	000	,	00	00	00	0 0	0	0	0 0	0		0	0 0	>		00	> C	>	0	0	0	c	0	0	0 (0 ()	0	0	Pacific Islander		
0	000	000	٠.	00	0 0	00	00	0	0	00	0		0	o c	>		0 0	o c	>	0	0	0	c	0	0	0 (0 0	-	0	0	More Races	Two or	
ហ	000	000	•	00	00	0	00	0	0	00	0		on o	၁ ပ	'n		00	o c	•	0	0 (0	C	0	0	0 (> 0	> c	0	0	严		
크																															v)	Students	
0	000	000	1	00	o c	0	0 0	0	0	N C) N		13 1	v 13	•																(Section 504)	with Disabilities	Students

Female Total

Total African students American Hispanic White 17 2 2 11 38 4 13 19

Indian or Alaska Native 0

Pacific More Islander Races
0 2
0 2

5 O 🎞

with Students Disabilities with (Section Disabilities 504) 5 0 16 0

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.

Dual Enrollment/Dual Credit Programs			International Baccalaureate Courses			Advanced Placement Courses	Accelerated Coursework				Preschool Programs
Male	Total	Female	Male	Total	Female	Male		Total	Female	Male	
	•	,	1	h	•	ı		1	ŀ	ř	Total students
ı	ı		1	1	ı			1	1	•	Total African students American Hispanic
	•	•	ı	1	•	1		1	1	1	Hispanic
1	1			•	1			,		ı	White
1	1	ŧ	ı	ř	ı	į		ı	ı	1	Indian or Alaska Native
1	1			,	•	,		1	1	ŧ	Asian
ı	ŧ	ı	ı	1	i	ı		i	ı	ı	Pacific Islander
•	•	ı	1	ı	1	1				•	Pacific Two or More Islander Races
1	,		•	•		,		1			P
r	ı				1				1		Students with Disabilities

Total	Female	ī		
ı	1	students	Total	
i	ł	American	African	
1	•	Hispanic		
ì	ı	White		
1	ı	Native	Alaska	Indian or
•	1	Asian		
1		Islander	Pacific	
•	•	Islander Races	Two or More	
		Щ		
1	•	Disabilities	with	Students

C 4 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 (ix): 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.

Inexperienced Teachers, Principals, and Other School Leaders Teachers Teaching with Emergency or Provisional Credentials Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed		Allo	All School
0.0 h 1.8	Inexperienced Teachers, Principals, and Other School Leaders	Number 6.0	Percent 12.5%
1.8	Teachers Teaching with Emergency or Provisional Credentials	0.0	1
	Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.8	4.0%

Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

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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

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.

Grade 4 Reading	Mathematics	Reading	Grade 3
6,312	5,880	5,881	State Number of ALT2
2%	1%	1%	State Rate of ALT2
14	1	<u> </u>	District Number of ALT2
4%	3%	3%	District Rate of ALT2
	ı	ı	Campus Number of ALT2
1	ı	ı	Campus Rate of ALT2

18	sience 16,337 1% 43 4%	43	1%	16,337	Science
38	5%	120	1%	40,350	Mathematics
38	4%	133	1%	45,064	Reading
94	4%	296	1%	101,751	All Grades All Subjects
,	3%	13	1%	4,954	Biology
	5%	22	1%	5,122	Algebra I
	3%	13	1%	4,680	English II
	4%	22	1%	5,150	End of Course English I
	3%	12	1%	5,250	Science
•	4%	12	2%	5,254	Mathematics
	3%	12	1%	5,251	Grade 8 Reading
•	6%	23	2%	5,616	Mathematics
	6%	23	1%	5,616	Grade 7 Reading
20	5%	20	1%	6,036	Mathematics
20	5%	20	1%	6,038	Grade 6 Reading
18	5%	18	1%	6,133	Science
18	5%	18	1%	6,131	Mathematics
₹	5%	18	1%	6,133	Grade 5 Reading
Campus Number of ALT2 -	District Rate of ALT2 4%	District Number of ALT2 14	State Rate of ALT2 2%	State Number of ALT2 6,311	Mathematics

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

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&_program=perfrept.perfmast.sas&prgopt=2019%2... 15/17 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

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

to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

	Ciaco Co Co		Grade Grade 4
Mathematics	Reading	Mathematics	Subject Reading
Overall Black Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disady	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
32 48 37 20 10 *0 25 *1	66 8 43 6 * 8 * 23 8 5 5 6 6 8 4 3 6 * 8 * 8 * 8 * 8 * 8 * 8 * 8 * 8 * 8 *	16 24 19 25 25 27 27 28 29 4 * 8	% Below Basic TX US 39 52 48 45 22 23 79 50 11 18 42 26 42 50 47 79 73 61 65
31 20 43 45 45 45 46 46	246 46 47 48 40 40 40	19 35 27 11 33 36 16 41 41	v Basic US 23 550 18 42 42 47 73 65
52 52 59 59 59	62 62 80 92 74 19 34	84 76 87 87 87 87 87 87 87 87 87 87 87 87 87	% At or Al TX 61 48 52 78 * 89 * 50 21 39
57 57 57 58 54			Nbove Basic US 66 48 55 77 50 82 58 72 53 53
30 16 21 44 47 41 41 41	41 19 35 4 35 4 3	5 + 8 + 5 3 3 3 3 3 4 4 4 4 4 5 5 1 3 2 5 1 3	% At or Abo TX 30 16 21 48 * 65 * 19 8
34 14 14 14 14 15 16 16 16 16 16 16 16 16 16 16 16 16 16	42 42 42 47 25 47 47	2 41 2 20 2 20 2 20 2 20 2 20 2 20 2 20 2 2	% At or Above Proficient TX US 30 35 16 18 21 23 48 45 * 19 65 57 * 25 38 40 19 21 8 10
			% At Advanced TX US 7 9 2 3 4 112 112 12 22 4 4 6 11 3 3 1 2 2 1 2 1 2 1 1 2 1 1 2 1 1 2 1 1 2 1
33 33 34 4 37 38	13 13 17 17 17 17	1 2 3 3 2 4 4 1 2 3 3 2 9 4 4 1 2 3 3 1 0 6 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	Wanced US 9 3 12 22 22 2 2 2 2 1 1 1 1 1 1 1 1 1 1

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		Grade Subject	
English Language Learners	Students with Disabilities		
60	73	ヹ	% Below Basic
72	73	SU	v Basic
40	27	×	% At or Ab
28	27	S	ove Basic
œ	Ċī	ᅻ	% At or Abov
ഗ	6	S	e Proficient
-	_	ヹ	% At Ad
	2	SU	vanced

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

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

"Indicates reporting standards not met.

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

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.