Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: BRADY H S Campus ID: 160901001 District Name: BRADY 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 accountability system;

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 student group, and 10 tests or students for the all student group.

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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfor	mance (At Meets Grade Level o	r Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44% 52%	32% 42%	37% 46%	60% 66%	43% 51%	74% 78%	45% 53%	56% 62%	33% 43%	19%	29%
	2022-23 through 2026-27 2027-28 through 2031-32	52% 62%	54%	58%	73%	62%	82%	63%	70%	43% 55%	31% 45%	39% 52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
	2002-00	7370	0070	7078	0078	1376	3170	7376	11 /0	0078	02 /6	7076
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27 2027-28 through 2031-32											38% 40%
	2027-20 till odgil 2001-02											40 /0
Graduation Rate:	4-Year Longitudinal Rate^											
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90% 92%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27 2027-28 through 2031-32	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%	92% 94%
	ESE, ES UNOUGH ZOOT SE	J-70	J-70	J-70	J-7/0	J-770	J-7/0	J-7/0	J-7/0	J770	J-70	J-70

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
- 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;

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

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

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 be scaled to grades A (90-100), B (80-89),

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

(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 period used by the State to determine consistent underperformance; and

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);

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 lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

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.

		State	Distric	t Campus	Afr s Amer	· Hispani		Ame Ind				Econ Disadv	Non Econ Disadv	CWD	cwo) EL	Male	Female	Migrant I	Homeless	Foster Care	
Biology	All Students	60%	52%	52%	3	43%	60%	3		•	•	45%	61%	29%	59%	•	56%	48%	•		•	
	CWD	24%	29%	29%	2	25%	33%	្ន	9	•	3	25%	33%	29%	9		33%	22%	_	3		÷
	CWOD EL	64% 24%	59%	59%	-	49%	68%	8	•			51%	70%		59%	:	64%	54%	-	(* -S	•	•
	Male	58%	56%	56%	9	40%	67%	-	•	5	-	52%	60%	33%	64%	•	56%	-	-			
	Female	62%	48%	48%	9	44%	50%	-	•		•	40%	63%	22%	54%	٠	120	48%	-	<u>=</u>	•	
TAAR Perce		sters	Grade	Level																		
English I	All Students	10%	11%	11%	<u>:</u>	10%	13%	•	*	÷	•	11%	11%	0%	14%	٠	5%	18%	45/4		12/	*
	CWD	3% 11%	0% 14%	0% 14%	30.04	0% 13%	0% 17%	(4)		•		0% 14%	0% 13%	0%	- 14%	:	0% 7%	0% 21%	3	:	-	٠
	EL	1%	*	*	-	*	-	•		•	•	*	-	*	*	•	*	*	-	8	-	-
	Male Female	7% 14%	5% 18%	5% 18%	2	3% 18%	7% 22%		•	•		8% 15%	0% 25%	0% 0%	7% 21%	:	5% -	18%	3	:	2	-
English II	All	8%	2%	2%	*	2%	2%	50	*	98).	٠	3%	0%	5%	1%	0%	2%	2%	5#3	*	25	· ·
	Students	4%	5%	5%	*	8%	0%	*	ī			8%	0%	5%	-	*	8%	0%	120	ă	÷	:*:
	CWOD EL	8% 0%	1% 0%	1% 0%		0%	2%	*				2% 0%	0% -	*	1%	0%	0% *	2% *	21 i	-		
	Male	6%	2%	2%		3%	0%	2		3	2	3%	0%	8%	0%	*	2%	-	37	5		
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viñania i	Students CWD	9%	13%	13%	1981	13%	13%		*	3	#:	9%	20%	13%	J470 -	*	17%	38%	-			
	CWOD EL	39%	34%	34%	(*	33%	34%		•		•	31%	40%		34%	•	26%	43%		•	3	-
	Male	19% 31%	23%	23%	0 € 3 1(\$ 3	23%	24%	195		*		23%	24%	17%	26%	÷	23%		-		*	٠
	Female		38%	38%	35:	36%	40%	(*)	*	ė	*	31%	54%	*	43%	*	3	38%	*	•	*	-
Biology	All Students	24%	16%	16%	::e	15%	18%	(*	•	*		15%	19%	10%	19%	*	20%	13%	4	*	-	12
	CMOD	6% 26%	10% 19%	10% 19%		8% 17%	11% 19%			2		8% 16%	11% 22%	10%	19%	÷	17% 21%	0% 16%	2	2		2
	EL	4%	*	*			4	*		-	246	*	146	•	*		*	*	-	-	2	
	Malo	2/10/	200/	200/		200/	240/					0.40/	4.50/	470/	040/		200/			2		
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	Female nt at App All	25%	13%	13%	•	11%		**	100%		83%					46%	20%		* *	80%	34 34	•
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All Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	25% Proacl 77% 46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51% 84%	13% nes Gra 78% 54% 82% 57% 76% 80% 71% 42% 77% 50% 67% 76% 84% 64% 87% 76% 82% 86% 80% 67% 80%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 38% 50% 75% 88% 69% 93% * 85% 92%	el or /	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 94% 86% 91%	75% 59% 79% -72% 81% 63% 41% 68% -57% 71% 88% 75% 91% 93%		200		83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 85% 91% * 80% 88%	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 100% 94% 100% 92%	0% 52% 52% 58% 41% 33% 38% 25% 69% 69% 83% *	78% 78% 78% 33% 68% 68% 68% 93% 486% 100%	33% 46% 33% * 38% * 20% 38% 33% *	66% 58% 66% 50% 38% 50% 85% 85% 85%	81% 41% 88% 81% 75% 25% 83% 75% 92% 100% 92% 87%	51 51 52 75	100%		
All Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female	25% proacl 77% 46% 81% 62% 73% 39% 78% 69% 78% 81% 81% 82% 80% 51% 84% 79% 84% 79%	78% 54% 82% 76% 80% 71% 42% 77% 66% 80% 67% 68% 84% 64% 84% 64% 86% 80% 67%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 38% 50% 75% 88% 69% 92% 87% 87%	el or A	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 94% * * * * * * * * * * * * * * * * * * *	75% 59% 79% - 72% 81% 63% 41% 68% - 57% 71% 88% 75% 91% 93% 93%		200		83% 83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 55% 91% * * 80% 88% 84%	25% 80% 57% 86% 75% 86% 70% 31% 61% 79% 97% 100% 96% 92% 78%	0% 52% 52% 58% 41% 33% 33% 88% 83% * 76%	78% -78% 33% 68% 88% 68% -93% -38% 93% -90%	33% 46% 33% * 38% * 20% 38% 33% *	66% 58% 66% 50% 38% 54% 33% 50% 85% 85% 85% 87% 75%	81% 41% 88% 81% 75% 25% 83% 75% 92% 100% 92% 87% 78% 89%	51 51 52 75	100%	\$P\$	
Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL MAIE FEMALE ALI Students CWD CWOD EL MAIE FEMALE ALI Students CWD CWOD EL	25% proacl 77% 46% 81% 62% 73% 39% 78% 69% 78% 81% 81% 82% 80% 51% 84% 79% 84% 79%	13% Tes Gray 78% 54% 57% 76% 80% 71% 42% 76% 64% 84% 64% 86% 80% 67% 80% 67% 80%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 38% 50% 75% 88% 69% 93% * * * * * * * * * * * * * * * * * * *	el or A	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 94% \$\$ \$\$ \$\$ 86% 91% 81% 75% 83%	75% 59% 79% 72% 81% 63% 41% 68% 57% 71% 88% 75% 91% 84% 93% 93%	3 - 2 3 4 5 3 3 3 3 3 3 3 3 3 3 3 4 4 4 5 5 5 5	200		83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 84% 75% 88% 84%	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 100% 92% 78% 96% 90%	0% 52% 52% 58% 41% 33% 33% 69% 69% 69% 76%	78% 78% 78% 68% 68% 68% 93% 93% * 90% * 90%	33% 46% 33% * 38% * 20% 38% 33% *	66% 58% 68% 33% 66% 50% 38% 50% 85% 83% 85% 85% 75%	81% 41% 88% 81% 75% 25% 83% 75% 92% 100% 92% 87% 78% 89%	51 51 52 75	100%	A A A A A A A A A A A A A A A A A A A	
All Grades All Subjects Reading Mathematics Science	All Students CWD CWOD EL Male Female	25% Proacl 77% 46% 81% 62% 744% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51% 84% 61% 79% 81%	13% Tes Gray 78% 54% 82% 57% 76% 80% 71% 42% 76% 64% 86% 84% 64% 86% 80% 67% 86% 80%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 38% 50% 75% 88% 69% 93% * 85% 87% 76% 90% * 87%	el or A	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 94% * 86% 91% 81% 75% 81%	75% 59% 79% -72% 81% 63% 41% 68% -57% 71% 88% 75% 91% -84% 93% 93% 78% 92%	B	200		83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 84% 75% 88% 84%	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 100% 92% 78% 96% 90%	0% 52% 52% 58% 41% 33% 38% 25% 69% 69% 83% * 76% 76%	16% 78% 78% 33% 68% 68% 68% 93% 68% 93% 93% 93% 93% 91%	33% 46% 33% * 38% * 20% 38% 33% *	66% 58% 66% 50% 38% 50% 85% 85% 85% 87% 75% 91* 87%	81% 41% 88%	51 51 52 75	100%		
All Grades All Subjects Reading Mathematics Science All Grades All Grades All Subjects	All Students CWD CWOD EL Male Female	25% Proacl 77% 46% 81% 62% 744% 80% 73% 39% 78% 54% 69% 78% 81% 53% 84% 72% 79% 82% 80% 51% 84% 61% 79% 81%	13% Tes Gray 78% 54% 82% 57% 76% 80% 71% 42% 76% 64% 86% 84% 64% 86% 80% 67% 86% 80%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 38% 50% 75% 88% 69% 93% * 85% 87% 76% 90% * 87%	el or A	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 94% * 86% 91% 81% 75% 81%	75% 59% 79% -72% 81% 63% 41% 68% -57% 71% 88% 75% 91% -84% 93% 93% 78% 92%	B	100%	· 第二十二年 日本日本 《 B. G. G. G. G. G. C.	83% 83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 85% 91% * * * * * * * * * * * * * * * * * * *	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 97% 100% 94% 100% 92% 78% 96% 90% 94%	0% 52% 52% 58% 41% 33% 38% 25% 69% 69% 83% * 76% 76%	16% 78% 78% 33% 68% 68% 68% 93% 68% 93% 93% 93% 93% 91%	33% 46% 33% * 38% 20% 38% 33% *	66% 58% 66% 50% 38% 50% 85% 85% 85% 87% 75% 91* 87%	81% 41% 88%	51 51 52 75	100%		
All Grades All Subjects Reading Mathematics Science All Grades All Grades All Subjects	All Students CWD CWOD EL Male Female CWD CWOD EL Male Female Students CWD CWOD EL Male Female CWD CWOD EL MALE CWD	25% proact 77% 46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 82% 80% 51% 81% 51% 82% 80% 51% 84% 61% 79% 81%	13% 78% 54% 82% 57% 76% 80% 71% 42% 76% 67% 76% 84% 64% 86% 80% 67% 86% 80% 67% 83% 30% 85% 76%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 50% 75% 88% 69% 93% * * * * * * * * * * * * * * * * * * *	el or A	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 91% 81% 75% 81% 81%	75% 59% 79% -72% 81% 63% 41% 68% -57% 71% 88% 75% 91% -84% 93% 93% 93% 94%		100%	· 第二十二年 日本日本 《 B. G. G. G. G. G. C.	83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 55% 91% * * * * * * * * * * * * * * * * * * *	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 100% 96% 94% 100% 92% 78% 96% 90% 94%	0% 52% 52% 58% 41% 33% 33% 69% 69% 76% 76% 775% 78%	78% 78% 78% 68% 68% 68% 93% 93% 93% 93% 90% 90% 91% 89%	33% 46% 33% * 38% 20% 33% * *	66% 58% 68% 33% 66% 50% 38% 50% 85% 87% 75% 87%	81% 41% 88% 75% 25% 83% * 100% - 92% 87% 87%	51 51 52 75	100%		
All Grades All Subjects Reading Mathematics Science All Grades All Grades All Subjects	All Students CWOD EL Male Female All Students CWOD EL Male Female All Students CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL MALE FEMALE FEMALE FEMALE FEMALE FEMALE CWOD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	25% proact 77% 46% 81% 62% 744% 80% 73% 39% 78% 53% 81% 53% 84% 79% 82% 80% 51% 84% 61% 79% 81% 49% 24% 52%	13% 78% 54% 82% 57% 76% 80% 71% 42% 76% 66% 76% 84% 64% 85% 86% 80% 67% 83% 30% 85% 76% 47% 31% 50%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 50% 75% 88% 69% 93% * * * * * * * * * * * * * * * * * * *	elor	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 91% 81% 75% 81% 40% 81%	75% 59% 79% 72% 81% 63% 41% 68% 57% 71% 88% 93% 93% 93% 94%		100%	 (4) 日本日本日本 (2) (2000年日日 (2) たたままで (4) (300年日日 (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	83% 83% 83% 83% 83% 83% 83% 83%	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 85% 91% * 80% 88% 84% 84% 84% 84% 84% 84% 84% 84% 84	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 97% 100% 96% 94% 100% 92% 78% 96% 94%	0% 52% 52% 58% 41% 33% 33% 69% 69% 69% 75% 76% 75% 76%	78% 78% 78% 68% 68% 68% 93% 93% 100% 90% 91% 89%	* 33% 46% 33% * 38% *	66% 58% 68% 33% 66% 50% 38% 50% 85% 87% 75% 87% 43% 32% 43%	81% 41% 88% 81% 75% 25% 83% 75% 92% 100% 92% 87% 78% 89% 87%	51 51 52 75	100% - 71% 80%		
All Grades All Subjects Reading Mathematics Science AAR Percei Il Grades All Subjects	All Students CWD CWOD EL Male Female All Students CWD CWOD EL CWD	25% proact 77% 46% 81% 62% 74% 80% 73% 39% 78% 54% 69% 78% 81% 53% 82% 80% 51% 81% 51% 82% 80% 51% 84% 61% 79% 81%	13% nes Gra 78% 54% 82% 57% 76% 80% 71% 42% 76% 64% 86% 84% 64% 86% 80% 67% 82% 86% 80% 67% 82% 86% 80% 67% 83% 30% 85% 76% 31%	13% ade Lev 73% 52% 78% 46% 66% 81% 62% 33% 68% 38% 50% 75% 88% 69% 93% * 85% 92% 87% 87% 87% 87% 87% 87% 87% 48% 27%	el or A	11% Above 70% 45% 76% 42% 59% 81% 59% 25% 68% 29% 43% 77% 89% 63% 94% * * 86% 91% 81% 75% 83% * * 80% 81%	75% 59% 79% 72% 81% 63% 41% 68% 75% 91% 84% 93% 93% 78% 92% 94%	(2) (2) (2) (3) (3) (3) (3) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	100%	 (4) 日本日本日本 (2) (2000年日日 (2) たたままで (4) (300年日日 (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4	83% 83% 	7% 69% 49% 74% 46% 60% 78% 57% 35% 62% 38% 44% 71% 84% 84% 84% 84% 84% 84% 84% 84% 84% 84	25% 80% 57% 86% 75% 86% 70% 31% 78% 61% 79% 100% 92% 78% 96% 94% 100%	0% 52% 52% 58% 41% 33% 33% 69% 69% 69% 76% 76% 75% 727%	78% 78% 78% 68% 68% 68% 93% 93% 91% 89%	* 33% 46% 33% * * 38% * * * * * * * * * * * * * * * * * * *	66% 58% 68% 33% 66% 50% 38% 50% 85% 83% 86% * 87% 75% 91% * 43% 32%	81% 41% 88% 81% 75% 25% 83% 75% 92% 87% 87% 53% 17% 59%		100%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
EL	·	-	-	-	-	-	-	-	-	-	
Male	58	_	59	58		(€)	(20)	16	69	65	-
Female	78	-	78	77	2	*	(3)	160	70	*	14

Part (iii)(II): Graduation Rate

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

								Two					
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduation	on Rate (G	r 9-12): Cla	iss of 201	8								
All Students	96.4%	100.0%	97.7%	94.7%	-	*:	₹.		95.7%	81.8%	100.0%	100.0%	
CWD	81.8%	-	100.0%	66.7%	-	*	#:		85.7%	81.8%	-	100.0%	÷
CWOD	98.6%	100.0%	97.4%	100.0%	-	*	*	•	97.4%	=	100.0%	100.0%	
EL	100.0%	-	100.0%	-	-	=	5.	850	π:		100.0%	9.00	75
Male	97.7%	100.0%	95.0%	100.0%	-	÷.	~		95.5%	100.0%	·	100.0%	-
Female	95.0%	100.0%	100.0%	87.5%	-	1.2	2	-	95.8%	33.3%	100.0%	100.0%	4

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): 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)

Total EL in Class	Proficiency of EL	Rate of Proficiency
٨	^	٨

- " 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.

Part (v): 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)

Student Success (Student Achie		African American nain Score:		White omponer	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	45		41	49	(3)	72	Ħ	39	41	28	15
School Quality (College, Career,	and Military	Readiness	S Performan	nce)							
%Students meeting CCMR	61%	*	56%	68%	(*)		-	· (+)	57%	35%	•

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

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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status						,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N	N					N	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N	N					N	N	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N	N					N	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;^' Ever EL in grades 9-12

Indicates there are no students in the group.

									lwo or		Non						
			African			American		Pacific	More	Econ	Econ						
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	Alł	1%	*	1%	1%	-	0%	-	0%	1%	1%	0%	1%	0%	1%	0%	-
· ··· - ··· - ,	Students			.,.	.,.				- , ,	. , ,	. , ,	0,0	. , •	0 / 0	.,,	0,0	
	CWD	0%		0%	0%	2	<u>=</u>	2	_	0%	0%	0%		*	0%	0%	2
	CWOD	1%		1%	1%	-	0%	-	0%	1%	1%	-	1%	0%	2%	0%	
	EL	0%	1000	0%	3-		*		-	0%		*	0%	0%	0%	0%	
	Male	1%		2%	1%	2	*	2	_	2%	1%	0%	2%	0%	1%	-	-
	Female	0%	-	0%	0%	-		2	0%	0%	0%	0%	0%	0%		0%	-
	· Omaro	0 70		0 / 0	0 /0			75	0 /0	0 /0	0 70	0 /0	Q 70	0 /0		0 /0	8
Reading	All	1%	*	2%	1%	2		~		1%	1%	0%	2%	0%	2%	0%	2
rtodding	Students	. 70		270	170					1 70	1 70	0 /0	270	0 /0	2 /0	0 /0	-
	CWD	0%	0.00	0%	0%	_	_	_	244.0	0%	0%	0%	_	*	0%	0%	
	CWOD	2%	-	2%	1%		*			2%	1%	-	2%	0%	3%	0%	-
	EL	0%	(<u>a</u>)	0%	1 70	8	*	- 8	727	0%	1 /0	*	0%	0%	0%	*	ā
	Male	2%		3%	2%	-	*	-	-	3%	2%	0%	3%	0%	2%		5
	Female	0%		0%	0%	5	*	â	•	0%	0%	0%	0%	U7a *		- 00/	
	remale	U 70	3.00	U 70	U76	-		-		U%	U76	0%	U76		-	0%	-
Mathematics	All	0%		0%	0%		0.00	-	140	0%	0%	0%	0%	*	0%	0%	-
	Students	0.0		0,0	0,0					0,0	0,0	0,0	0,0		0,0	0 /0	
	CWD	0%		0%	0%	20	_	2	-	0%	0%	0%	_	_	0%	*	25
	CWOD	0%	-	0%	0%	_	*		*	0%	0%	-	0%	*	0%	0%	3
	EL	*	(#1	*	-	-	100			*	-	_	*	*	*	0 /0	5
	Male	0%	200	0%	0%	2	72		_	0%	0%	0%	0%	*	0%	_	25
	Female	0%		0%	0%				*	0%	0%	*	0%		-	0%	-
	i emale	U /a	470	0 /6	U /0	5 2		- 5		U /6	0 /0		0 /6	-5	-	U 70	7.
Science	All	0%	40	0%	0%	-		€	•	0%	0%	0%	0%	*	0%	0%	\$
	Students																
	CWD	0%	3 + 33	0%	0%			*	-	0%	0%	0%	_	*	0%	0%	
	CWOD	0%	343	0%	0%	: = !	*	-		0%	0%	_	0%	•	0%	0%	2
	EL	*	-	*	-	72	_	25	2	*	-	*	*	3.	*	*	4
	Male	0%		0%	0%	2.00			-	0%	0%	0%	0%		0%	_	0€0
	Female	0%	940	0%	0%	-	*	161	*	0%	0%	0%	0%	*	-	0%	122
	. 0,,,,,,,	-,0		0,0	0 / 0					V /0	U / U	0 /0	0 / 0			V /U	

Two or

Non

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)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	s			-							-
In-School Suspensions											
	Male	24	2	11	11	0	0	0	0	0	
	Female	16	0	11	5	0	0	0	0	0	
	Total	40	2	22	16	0	0	0	0	0	
Out-of-School Suspensions											
	Male	6	2	2	2	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	6	2	2	2	0	0	0	0	0	
Expulsions											
With Educational Services	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Without Educational	Male	0	0	0	0	0	0	0	0	0	
Services											
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0	
Policies											
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
School-Related Arrests											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement											
	Male	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	
Students With Disabilities											
In-School Suspensions											
	Male	16	0	11	5	0	0	0	0	0	2

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

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	92	2	35	53	0	0	0	2	0	0
	Female Total	78 170	2 4	23 58	53 106	0	0 0	0 0	0 2	0 0	0 0

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

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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.0	Percent 9.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	3.3%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.2	14.0%

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

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.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2	
Grade 3 Reading	5,881	1%		3%	-	-	
Mathematics	5,880	1%		3%	*	#	
Grade 4 Reading	6,312	2%	ÿ ∓ u	3%	7불	1 2	
Mathematics	6,311	2%	₩	3%	;(#I	:(+ 6	
Grade 5 Reading	6,133	1%	3 1	3%	·	DI II)	
Mathematics	6,131	1%		3%	1 -	v al	
Science	6,133	1%	¥	3%	2 €	6 2	
Grade 6 Reading	6,038	1%	iii	2%	% ₽ ′	% *	
Mathematics	6,036	1%		2%	N = 2	8#8	
Grade 7 Reading	5,616	1%	*	2%	-	8●)	
Mathematics	5,616	2%	•	3%	<u>:</u> €	*	
Grade 8 Reading	5,251	1%	¥	3%	*	-	
Mathematics	5,254	2%		2%	1 - 1	(-)	
Science	5,250	1%		3%	₩.		
End of Course							

End of Course

^{&#}x27;-' Indicates there are no students in the group.

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

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%

[&]quot;" 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)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	41%	*	31%	48%	170	5	8	*	26%		

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

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

Indicates there are no students in the group.