Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: PARKWAY EL Campus ID: 220912106 **District Name: CROWLEY 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 Go	als						-
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfo	rmance (At Meets Grade Leve	or Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
, rodding, ED r	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	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%
Matriomation	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	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
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%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

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%
months y sale in and a sale	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
rigit console and it is	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.

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.

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

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

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 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 comprehensive support and improvement status.

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 in both reading and mathematics.

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)

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		State	District	Campus	Afr Ameri	Hispani	cWhite	Amer Ind	Asian	Pac Isl	More Races	Econ Disady	Econ Disadv	CWD	CWOE	EL	Male	Female N	ligrant	Homeless	Foster Care	
74 4 D D			han Gr	ndo I os	rol or /	A bovo																
Grade 3	ent at App	roaci	nes Gr	ade Lev	ei or i	ADOVE																
Reading	All Students	75%	71%	61%	37%	87%	83%		•	\simeq	•	60%	71%	11%	66%	87%	49%	72%	•		(2)	
	CWD	49%	45%	11%	0%	*	- 2	120	-	•		13%	*	11%	2	*	13%	*	-		(a)	-
	CWOD	79%	75%	66%	42%	91%	83%	*	•	•	•	65%	83%	-	66%	89%		73%	-	•	(●)	
	EL	69%	82%	87%	*	88%	-	•	•	-		89%	*	400/	89%	87%		88%		*		1
	Male	73%	68%	49%	25%	78%	:					50%		13%	57%	86%		700/	~	*		
	Female	78%	73%	72%	48%	95%	•	150	•	*		70%	83%	-	73%	88%	-	72%	•	5	30	
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	CWD	52%	47%	33%	33%				-		•	38%	•	33%	•	*	38%		-	-	(4)	- 5
	CWOD	81%	79%	70%	51%	91%	67%	•	•	-	•	67%	100%	-	70%	93%	59%	77%	-	2	•	-
	EL	75%	87%	90%	*	92%	2	(*)	*			89%	•	*	93%	90%	86%	94%	2	•	546	
	Male	78%	75%	56%	42%	72%	•	•	•		-	57%	*	38%	59%	86%	56%	-	-	•	(*)	,
	Female	78%	76%	75%	56%	100%	*	•	•	*		72%	100%	*	77%	94%	-	75%	*	€.	(⊕)	
Grade 4																						
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	CWD	44%	39%	*		- 2				٠.	-				-	0.000		*	-	-	1991	
	CWOD	78%	72%	66%	58%	77%	•	-				66%	58%	-	66%	67%	60%	70%	-		+	
	EL	64%	69%	67%	*	73%	-		•		-	67%	*	-	67%	67%		71%			-	
	Male	71%	62%	60%	53%	76%	•		•			65%	20%	-	60%	60%	60%	2	2			
	Female		74%	68%	61%	77%			*	-		66%	86%		70%	71%	-	68%	=	2	-	9
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	CWD	46%	45%	•			-	30	-				-	•	-		:9		*	*	(+)	-
	CWOD	78%	73%	66%	55%	79%	•		*	*	•	64%	75%		66%	78%	66%	65%	*	*		
	EL	69%	78%	78%	*	79%	-	300	•	27	590	76%	*		78%	78%	80%	76%	=	5	20	
	Male	74%	70%	66%	56%	82%	•		•		•	69%	40%	35	66%	80%	66%	-	-	7		
	Female	74%	71%	64%	53%	77%			•	-	•	60%	100%	•	65%	76%	-	64%	3	•	-	
FAAR Pero Grade 3	cent at Me	ets Gr	ade Le	vel or A	Above																	
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	CWOD	46%	40%	33%	19%	46%	50%			*		31%	50%	*	33%	39%		42%	-		:	
	EL	35%	44%	40%	*	42%		•	•	-	120	43%		*	39%	40%		50%	-	-	-	
	Male	41%	35%	18%	8%	28%	*	•	3	2		18%		13%	19%	29%		4001	2		300	
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	Students															_	•••	_				
	CWD	10%	6%	0%	0%	*	-	-	-	-		0%	*	0%	200/	400/	0%	*	-	•	•	
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	Female		26%	26%	12%	35%	*	•	•	2	•	26%	33%	*	27%	19%	-	26%	8			
B 0 - 41 41				18%	6%	32%	33%				*	19%	14%	0%	20%	27%	11%	25%				
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	CWD	12%	9%	0%	0%	*		15	1	3	:	0%	470/	0%	-	•	0%	250/	*		-	
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II Grades All Subjects	All Students CWD CWOD EL	77% 46% 81% 62% 74%	70% 39% 74% 71%	64% 25% 67% 80%	50% 22% 53% 67%	Above 82% 33% 84% 82%	75%		50%		75% 75%	16% 64% 27% 66% 80%	71% * 75% 80%	25% 25%	67% 67% 67% 61%	80% * 80% 80% 78%	58% 25% 61% 78% 58%	19% 69% 25% 71%	ende	50.00		
II Grades All Subjects Reading	All Students CWD CWOD EL Male Female	77% 46% 81% 62% 74%	70% 39% 74% 71% 67%	64% 25% 67% 80% 58%	50% 50% 22% 53% 67% 46%	82% 33% 84% 82% 77%	75% 70%	*	50% 33%		75% - 75%	16% 64% 27% 66% 80% 60%	71% * 75% 80% 25%	25% 25% 25%	67% 67% 67% 61%	80% * 80% 80% 78% 81%	58% 25% 61% 78% 58%	19% 69% 25% 71% 81%		E. (E. (E. (E. (E. (E. (E. (E. (E. (E. (
II Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students	77% 46% 81% 62% 74% 80%	70% 39% 74% 71% 67% 73%	64% 65% 67% 80% 58% 63%	50% 22% 53% 67% 46% 55%	82% 33% 84% 82% 77% 85%	75% 70% 83%	*	50% 33%		75% - 75%	64% 27% 66% 80% 60% 67%	71% * 75% 80% 25% 92%	25% 25% 25% 25% 25%	67% 67% 67% 80% 61% 71%	80% * 80% 78% 81% 76%	58% 25% 61% 78% 58%	19% 69% 25% 71% 81% -				
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II Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students	77% 46% 81% 62% 74% 80% 73%	70% 39% 74% 71% 67% 73% 67% 34%	25% 67% 80% 58% 69%	50% 50% 53% 67% 46% 55% 49% 11% 52%	82% 33% 84% 82% 77% 85% 81% ••• 83% 80%	75% 70% 83% 75%	*	50% 33%		75% 75%	64% 27% 66% 80% 60% 67% 63% 18% 66% 77%	71% * 75% 80% 25% 92% 63% 67% 60%	25% 25% 25% 25% 17%	67% 67% 80% 61% 71% 66% 77%	80% * 80% 78% 81% 76% * 77% 76%	58% 25% 61% 78% 58% - 55% 13% 59% 72%	19% 69% 25% 71% 81% - 69% 70% * 71% 78%				
II Grades All Subjects Reading	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	77% 46% 81% 62% 74% 80% 73% 39% 78% 54% 69%	70% 39% 74% 71% 67% 73% 67% 34% 71% 64% 62%	rade Le 64% 25% 67% 80% 58% 69% 63% 17% 66% 76% 55%	50% 22% 53% 67% 46% 55% 49% 11% 52% 41%	82% 33% 84% 82% 77% 85% 81% 83% 80% 77%	75% 70% 83% 75% 75%	*	50% 33%		75% 75% 67%	64% 27% 66% 80% 60% 67% 63% 18% 86% 77% 58%	71% * 75% 80% 25% 92% 63% 67% 60% 17%	25% 25% 25% 25% 17% 17%	67% 67% 61% 71% 66% 77% 59%	24% 80% * 80% 80% 76% 76% 76% 72%	58% 25% 61% 78% 58% - 55% 13% 59% 72% 55%	69% 25% 71% 81% 69% 70% *				
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Il Grades All Subjects Reading Mathematics	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	77% 46% 81% 62% 74% 80% 73% 39% 78% 54% 69%	70% 39% 74% 71% 67% 73% 67% 34% 71% 64% 62%	rade Le 64% 25% 67% 80% 58% 69% 63% 17% 66% 76% 55%	50% 22% 53% 67% 46% 55% 49% 11% 52% 41%	82% 33% 84% 82% 77% 85% 81% 83% 80% 77%	75% 70% 83% 75% 75%	*	50% 33%		75% 75% 67%	64% 27% 66% 80% 60% 67% 63% 18% 86% 77% 58%	71% * 75% 80% 25% 92% 63% 67% 60% 17%	25% 25% 25% 25% 17% 17%	67% 67% 61% 71% 66% 77% 59%	24% 80% * 80% 80% 78% 81% 76% * 77% 72% 78%	58% 25% 678% 58% - 55% 13% 59% -	69% 25% 71% 81% 69% 70% *				
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	CWOD	54%	40%	37%	24%	50%	63%	•	•		•	35%	50%	-	37%	50%	31%	41%	2	₩	-	9
	EL	37%	46%	50%	*	53%	00.0				-	49%	60%	*	50%	50%	41%	57%		2		-
	Male	50%	37%	30%	20%	40%	60%	22				30%	17%	13%	31%	41%	30%	-		-		×.
	Female		40%	40%	26%	56%	*	•	•			38%	62%	*	41%			40%		-	300	
TAAR Percent	t at Mas	ters	Grade	Level																		
All Grades						0.404	4 404		007		200/	400/	040/	00/	4 00/	400/	420/	20%				
	All	23%	15%	17%	9%	24%	44%		0%	-	38%	16%	21%	0%	18%	19%	13%	20%	-	-	•	•
	tudents															_	-01	-00/				
	CWD	8%	6%	0%	0%	0%	2	•	<u>-</u> .	•	:#5:	0%		0%	*		0%	0%	*	*	•	-
	CWOD	25%	17%	18%	10%	24%	44%		0%		38%	17%	22%		18%		14%	20%			1.5	-
	EL	11%	17%	19%	0%	19%		•	0%		*	20%	10%		20%		12%	24%	7		-	
	Male	22%	14%	13%	8%	17%	30%		*		•	14%	0%	0%	14%		13%	==	3	3	•	
	Female	24%	17%	20%	10%	28%	67%	•	0%		17%	18%	31%	0%	20%	24%		20%	3	3	-	-
Reading	All	20%	14%	14%	6%	20%	38%					13%	21%	0%	14%	15%	8%	18%	· .	2	27	-
	tudents	2070	1-70	1770	0 70	2070	0070															
	CWD	7%	5%	0%	0%	*	9	-	12	2	-	0%	*	0%	-	*	0%	*	S2			
	CWOD	22%	16%	14%	6%	21%	38%			-		14%	22%	-	14%	16%	9%	19%		-		
	EL	8%	14%	15%	*	15%	30 70			-	0.520	15%	20%		16%	15%		22%	-	-		
				8%	4%	11%	20%			-		9%	0%	0%	9%	7%	8%			-		-
	Male	17%	11%		4% 8%	26%	20%					17%	31%	*	19%	22%		18%	-		150	
	Female	23%	18%	18%	8%	26%						1770	3170		1970	4270	182	1070	=	-	-	
Mathematics	All	26%	17%	20%	12%	27%	50%	•				20%	21%	0%	21%	23%	18%	21%	2	ē.	87.5	-
S	tudents																					
_	CWD	11%	7%	0%	0%		-	i.e.:	12	-22	-	0%	*	0%		*	0%	*		9	-	
	CWOD	28%	19%	21%	13%	28%	50%	•	*		•	21%	22%	-	21%	23%	20%	22%			•	
	EL	16%	24%	23%	*	24%	-		*	-	-	25%	0%	*	23%	23%	17%	27%				
	Male	25%	17%	18%	13%	23%	40%		*	2		20%	0%	0%	20%		18%	140	34	94		
	Female		18%	21%	11%	30%	*		*	-		20%	31%	*	22%	27%		21%			- ·	-
	i emale	20/0	1370	-170	1170	5070																

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; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	57	54	63				0.5	*	57	*	60
CWD	*	*	-	1 5 3	S#3	: : : :			*	*	-
CWOD	56	52	63	•	:e:	*	3€3	*	55		60
EL	60	*	59	(*)		0.00	(-		60	1000	60
Male	48	43	58	•		2,63	(€:	•	49		55
Female	64	63	66	:#S	223		(€:	*	62	*	63
Mathematics											
All Students	57	54	59	300		0.00	1721	*	56	*	56
CWD	*	*	-	-		(8)	G -		*	*	-
CWOD	56	52	59	•		*		*	55	•	56
EL	56	*	57	(5)	•	: *:	//==		54	-	56
Male	59	54	64	*			(. 		60		64
Female	55	54	57	S # 5	3.00			•	53	*	53

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2018.

							Two					
		A 5-1		American		Pacific	or More	Econ				Foster
St	All	African American Hispanic	White	American Indian	Asian	Islander			CWD	EL^	Homeless	Care

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
All Students	-	•	¥	120		-			**	3.5	~	-	
CWD	-			-	•	_					~	-	
CWOD		-	=	•	-	-	0.43	-	-	-	2	-	
EL		-	5	2.5	-	-	•		•	•		-	
Male	: <u>-</u> :	(#X)	· ·	S * 8		550	1.7	0.73	-		9	•	
Female		:=):	-		₹.		(#)	(*)		150	.5	-	

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
	153	19	12%
ιΛι ιψι	Indicates data reporting does not Indicates results are masked due	meet for Minimum Size. to small numbers to protect student con	afidentiality.
<u>.</u>	Indicates zero observations report		

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)

			Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
udent Success (Student Achie	evement Do	main Score	: STAAR C	omponer	it Only)						
STAAR Component Score	38	27	51	58	*	21	۰	50	37	14	48
thool Quality (College, Career,	and Militar	y Readines	s Performa	псе)							
%Students meeting CCMR	-	=	2	Ģ.	•	- ·	=	240	9-0	340	:

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 Disadv	CWD	EL+
STAAR Performance S	Status										
Reading											
Interim Goals (2018-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
2022)											
Target Met	N	N	Υ						N		Υ
Interim Goals (2023-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
2027)											
Target Met	N	N	N						N		Υ
Interim Goals (2028-	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2032)											
Target Met	N	N	N						N		N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		Ν
Mathematics											
Interim Goals (2018-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
2022)	****										
Target Met	N	N	Υ						Υ		Υ
Interim Goals (2023-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
2027)	0.75										
Target Met	N	N	Υ						N		Υ
Interim Goals (2028-	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
2032)	2375	2									
Target Met	N	N	N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%

All	African	52320 523	7224000	American		Pacific	Two or More	Econ	CIND	EL+
			White	Indian	Asian	Islander	Races		CWD	
N	N	N						N		N
ge Profic	iency Stat	us								
										36%
										Υ
										38%
										N
										40%
										N
										40%
										N
90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
										000
92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
										0.40
94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
								- 404	0.404	0.40
94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	sus^ 90% 92%	Students American N N rige Proficiency State sus^ 90% 90% 92% 94% 94% 94%	Students American Hispanic N N N age Proficiency Status Status sus^ 90% 90% 92% 92% 92% 94% 94% 94%	Students American Hispanic White N	Students American Hispanic White Indian N N N rige Proficiency Status sus^ 90% 90% 90% 90% 90% 90% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94%	Students American Hispanic White Indian Asian N N N Inge Proficiency Status Stus^ 90% 90% 90% 90% 90% 90% 90% 92% 92% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94%	Students American Hispanic White Indian Asian Islander N N N Rige Proficiency Status Stus^ 90% 90% 90% 90% 90% 90% 90% 90% 92% 92% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94%	Students American Hispanic White Indian Asian Islander Races N N N Rige Proficiency Status Stus^ 90% 90% 90% 90% 90% 90% 90% 90% 90% 90% 92% 92% 92% 92% 92% 92% 92% 92% 94% 94% 94% 94% 94% 94% 94% 94% 94%	Students American Hispanic White Indian Asian Islander Races Disadv N N N N rige Proficiency Status Stus^ 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	Students American Hispanic White Indian Asian Islander Races Disadv CWD N N N Rige Proficiency Status Stus^ 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%

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)

						4		D16:	Two	Faar	Non						
		Campus	African American	Hispanio	White	American Indian	Asian	Pacific Islander		Econ Disadv	Econ Disadv	CWD	CWOD	EL	Male	Female	Migr
rticipation Ra	ite																
All Subjects	All	100%	100%	100%	100%		100%	_	100%	100%	100%	100%	100%	100%	100%	100%	-
	Students	100%	10076	10076	10070		10070		10070	10070	10070	10070	10070	10070	10070	10075	
	CWD	100%	100%	100%	-	_		-	-	100%	*	100%		*	100%	100%	3
	CWOD	100%	100%	100%	100%	*	100%	2	100%	100%	100%		100%	100%	100%	100%	
	EL	100%	100%	100%	-	*	100%	2	W =	100%	100%	*	100%	100%	100%	100%	59
	Male	100%	100%	100%	100%		*	3		100%	100%	100%	100%	100%	100%	323	2
	Female	100%	100%	100%	100%	•	100%	-	100%	100%	100%	100%		100%	-	100%	
	1 cilialo	10070	10070		,												
Reading	All	100%	100%	100%	100%		•		•	100%	100%	100%	100%	100%	100%	100%	
	Students										(10)						
	CWD	100%	100%		•		•	-	*	100%	(4.5)	100%	3.00		100%		
	CWOD	100%	100%	100%	100%	*			*	100%	100%		100%		100%		33
	EL	100%	*	100%		2000		-		100%	100%	*	100%		100%		13
	Male	100%	100%	100%	100%	-		-		100%	100%	100%			100%		- 5
	Female	100%	100%	100%	*		•	3	*	100%	100%	*	100%	100%	-	100%	8
Mathematics	All	100%	100%	100%	100%		0.00		*	100%	100%	100%	100%	100%	100%	100%	9
	Students																
	CWD	100%	100%	*	5 to 5	0.46	0.00	25	•	100%	*	100%	75.0	*	100%	*	3.5
	CWOD	100%	100%	100%	100%		*			100%	100%	(m)	100%	100%	100%	100%	19
	EL	100%	*	100%	949			14		100%	100%	*	100%	100%	100%	100%	- 60
	Male	100%	100%	100%	100%			-		100%	100%	100%	100%	100%	100%	:-	69
	Female	100%	100%	100%	*	:•:	3.00	9		100%	100%	*	100%	100%	1)=1	100%	09
Science	All	1-1			ne:			3	€	3	122		-	_	V2=	1/25	89
00.000	Students																
	CMD	390		*		7.€3			7		1.3). *	253	· **			- 39
	CWOD	3#8		*	0.	(*)		•	7	100	575		•	-			33
	EL	•	•	•			0.00	-	*	-	100	6 5 8			5.		98
	Male			-		1000	-		*			0.00		(🕶)	, -	-	10
on-Participati	Female		•	-		-	•	-	•	•		0.00	•	-		-	101
on-rarucipau	on Kate																
All Subjects	All Students	0%	0%	0%	0%	*	0%	•	0%	0%	0%	0%	0%	0%	0%	0%	39

		Campus	African American	Hispanic		American Indian		Pacific Islander		Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrar
_	CWD	0%	0%	0%	-		-		-	0%	*	0%	(*)	•	0%	0%	•
	CWOD	0%	0%	0%	0%	: 10	0%	2	0%	0%	0%	China	0%	0%	0%	0%	100
	EL	0%	0%	0%	-	100	0%	~	-	0%	0%	*	0%	0%	0%	0%	8 = 8
	Male	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	0%	•	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	0%		*	*	*	0%	0%	0%	0%	0%	0%	0%	27.5
_	Students																
	CWD	0%	0%	*	-		-			0%	*	0%	-	*	0%	*	*
	CWOD	0%	0%	0%	0%	•	*	₩.		0%	0%	-	0%	0%	0%	0%	
	EL	0%	*	0%	-		*	~	-	0%	0%	*	0%	0%	0%	0%	•
	Male	0%	0%	0%	0%		*	-	*	0%	0%	0%	0%	0%	0%	-	
	Female	0%	0%	0%	*	•	*		*	0%	0%	*	0%	0%	-	0%	•
Mathematics		0%	0%	0%	0%	•	•	=	100	0%	0%	0%	0%	0%	0%	0%	•
	Students			*						00/	*	00/		*	00/	*	
	CWD	0%	0%				*		*	0%		0%	-		0%		
	CWOD	0%	0%	0%	0%			-		0%	0%	*	0%	0%	0%	0%	
	EL	0%	*	0%		3,87	*	-	- *	0%	0%		0%	0%	0%	0%	
	Male	0%	0%	0%	0%	-		-	*	0%	0%	0%	0%	0%	0%	-	•
	Female	0%	0%	0%	*	V.*C	*	-	*	0%	0%	•	0%	0%	-	0%	-
Science	All	-	5 35	5.5		450	1.7	-		9			•	3	•	•	-
	Students																
	CWD	•		3 4 2	(* €)									2			0.75
	CWOD	-	345	5€0	: **:			*	•		•	•	;⊕),	25	(*	8.5	
	EL	-	(m)	14		(**)		*	*:	*	(-		≥• €		0.00	(**)	
	Male	-	= ((2)	9	-	-	5.00	(·	(%)	19		0€0	•
	Female	-	-	027				-	-		·		→):				•

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

		464			Indian or		Decisi-	Two or			Students with Disabilities (Section
			Hispanic	White	Alaska Native	Asian			EL		
es			•								
Male	38										
Female											
Total	52	43	5	2	0	0	0	2	2		
Male	47	34	7	2	0	0	0	4	2		
Female	13	13	0	0	0	0	0	0			
Total	60	47	7	2	0	0	0	4	2		
Male	0	0	0	0	0	0	0	0	0		
			Ō	Ó	0	0	0	0	0		
					0	Ô	0	0	0		
					ō	ō	Ō	0			
Maic	J	·	-	•	-	-		-			
Female	n	0	0	0	0	0	0	0	0		
	-	_	-		•	·	·	•			
Female											
Total	0	0	0	0	0	0	0	0	0		
Male	0	0									
Female	0	0	0	0	0						
Total	0	0	0	0	0	0	0	0	0		
t											
Male	0	0	0	0	0	0	0	0	0		
Female	Ō	0	0	0	0	0	0	0	0		
Total	Ō	0	0	0	0	0	0	0	0		
	=										
Male	14	8	2	2	0	0	0	2	0		8
Female	10	8	ō	ō	Ŏ	ō	ō	2	Ō		5
	Female Total Male Female Total Male Female Total Male Female Total Male Female Total Male Female Total Male Female Total Male Female Total Male Female Total Male Male Female Total Male Female Total Male Female Total	Male 38 Female 14 Total 52 Male 47 Female 13 Total 60 Male 0 Female 2 Total 2 Male 0 Female 0 Total 0 Male 0 Female 10 Male 0 Female 10 Male 0 Female 10 Male 0 Female 10 Male 10 Female 10 Total 10 Male 10 Female 10 Total 10 Male 10 Female 10 Total 10 Male 11 Male 10 Female 10 Total 10 Male 11 Male 10 Female 10 Total 10 Male 11	Students American Students Students	Students American Hispanic	Students American Hispanic White	Total African Hispanic White Alaska Native State	Total students African Hispanic White Native Asian	Total African Students American Hispanic White Native Asian Stander Interest In	Total African Hispanic White Alaska Native Asian Pacific More Native Na	Maie 38 29 5 2 0 0 0 0 2 2 2 2 2	Total African Hispanic White Native Asian Pacific More With Native Asian Pacific More Students With White Native Asian Pacific More Students With With Native Asian Pacific More Students With With Native Asian Islander Races EL Disabilities

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students D with Disabilities	Students with Disabilities (Section 504)
	Total	24	16	2	2	0	0	0	4	0		13
Out-of-School Suspensions												
	Male	11	7	0	2	0	0	0	2	0		7
	Female	9	7	0	0	0	0	0	2	0		4
	Total	20	14	0	2	0	0	0	4	0		11
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
22222 23171000	Female	ō	Ö	0	0	0	0	0	0	0		0
	Total	Ō	0	0	0	0	0	0	0	0		0
Without Educational	Male	Ö	0	0	0	0	0	0	0	0		0
Services		-	-									
Dervices	Female	0	0	0	0	0	0	0	0	0		0
	Total	ō	ō	Ō	0	0	0	0	0	0		0
Under Zero Tolerance	Male	Ō	ō	ō	0	0	0	0	0	0		0
Policies	Maio	•		•	-							
rolicies	Female	0	0	0	0	0	0	0	0	0		0
	Total	Ö	ŏ	ō	Ö	Ō	0	0	0	0		0
School-Related Arrests	Total	J	·	·	•	•	•	•				
School-Related Allests	Male	0	0	0	0	0	0	0	0	0		0
	Female	ő	Ö	ŏ	ŏ	ō	ŏ	ō	ŏ	Ō		Ó
	Total	0	Ö	ñ	ŏ	ő	ő	ŏ	ŏ	ō		ŏ
Referrals to Law Enforcemen		U	U	J	•	Ū	·	ū	•	•		-
Referrals to Law Enforcemen	Male	0	0	0	0	0	0	0	0	0		0
		0	Ö	ŏ	ŏ	ő	ő	ŏ	ŏ	ő		ŏ
	Female Total	0	0	0	ő	Ö	0	Ô	ő	Ö		ŏ
*** O444-	lotai	U	U	J	U	J	•	U	5			•
All Students												
Chronic Absenteeism	Mala	63	44	14	5	0	0	0	0	5	8	5
	Male	63		8	2	0		Ö		5	Ö	2
	Female	40	26 70	8 22	7	0	2 2	0	2 2	10	8	7
	Total	103	70	22	- 1	U	2	U	~	10	0	- 1

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.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilitie
Preschool Programs											
a and a contration of the address and the second of the se	Male	41	26	11	2	0	0	0	2	11	0
	Female	40	17	17	2	2	2	0	0	17	0
	Total	81	43	28	4	2	2	0	2	28	0
Accelerated Coursework											
Advanced Placement Courses	Male	350	; ₹.	7	-	-	-		•	-	-1
	Female	:•:	655	75	-	-	-	-			
	Total		(S +)	*	-	-	-	57		4.5	
International Baccalaureate	Male	-	010	#	-	-	-	-			20
Courses	Ser.										
Astronomic and the second	Female	***	200	Η.	(4)	000	=	-	3 = 00		9#25
	Total	-20	2	2	(4)	(4)	*		-	-	(⊕0)
Dual Enrollment/Dual Credit Programs	Male	*	-	2	340	8€	€!	1211	•		340

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students with Disabilities
	Female	-	•	-	-	(E)		-			-
	Total	5	-		•	•		-	3		=
•	Indicates results are masked due to small numb Indicates there are no students in the group. Blank cell indicates the student group is not app			nfidentiality.							_

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
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.9	18.8%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	360
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%	27	3%	f	1%
Mathematics	5,880	1%	27	3%	*	1%
Grade 4 Reading	6,312	2%	25	2%	ã.	
Mathematics	6,311	2%	25	2%	5 .	•
Grade 5 Reading	6,133	1%	18	1%	*	:*:
Mathematics	6,131	1%	18	1%	뀰	191
Science	6,133	1%	18	1%	•	
Grade 6 Reading	6,038	1%	28	2%		V#2
Mathematics	6,036	1%	28	2%	-	3 € 2
Grade 7 Reading	5,616	1%	14	1%	<u></u>	56
Mathematics	5,616	2%	14	2%	Ē	*
Grade 8 Reading	5,251	1%	19	2%	*	(e)
Mathematics	5,254	2%	19	1%	2	(.¥ (
Science	5,250	1%	19	2%	2	? ¥ 3
End of Course English I	5,150	1%	18	1%		()
English II	4,680	1%	24	1%	#	:

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Algebra I	5,122	1%	18	1%	·	ш
Biology	4,954	1%	18	1%		Ě
All Grades All Subjects	101,751	1%	377	2%	*	0%
Reading	45,064	1%	173	2%	*	0%
Mathematics	40,350	1%	149	2%	*	0%
Science	16,337	1%	55	1%	<u> </u>	2

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

								Above		
				w Basic		ove Basic		cient	% At Ac	
rade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
rade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
	Maulemancs	Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
			*	33	*	67	*	24	*	4
		American Indian	4	7	96	93	82	69	45	28
		Asian	*	36	*	64	*	28	*	6
		Pacific Islander	9	16	91	84	51	44	9	10
		Two or More Races		29	79	71	32	26	3	3
		Econ Disadv	21					14	1	2
		Students with Disabilities	55	54	45	46	13		2	1
		English Language Learners	24	41	76	59	29	16	2	ı
rade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
	Mathematics	Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
			10	12	90	88	71	64	36	33
		Asian Pacific Islander	*	45	*	55	·*'	21	*	4
			25	27	75	73	41	38	11	12
		Two or More Races		46	75 59	73 54	19	18	2	3
		Econ Disady	41				5	6	1	2
		Students with Disabilities	73	73	27	27		5	1	1
		English Language Learners	60	72	40	28	8	5	1	1

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%
	7.0-0-0-3-11/2-2	English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
Ciddo o		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%
" Indica	tes reporting standar	ds not met.	
'n/a' Indical	tes data reporting is r	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.