

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.

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cf **Bcb**

5z **5 a Yf** **DUWAcfY 9Wtb 9Wtb** **: cghYf**
GHY8 jghjVh7 Ua di g 5 a Yf < jgdUb]WK \ jH -bX 5 g]Ub -g FUWg 8 jgUXj 8 jgUXj 7 K 8 7 K C 8 9 @ AU Y : Ya UYA j fUb < ca Y Ygg 7 UY A j] H Ufm

Female 73% 71% +\$% *

		GUY8 JgfhjVh7 Ua di g		5 a Yf < jgdUb]WK \ jY		5 a Yf		DUWAcfY		9Wtb		Bcb		9@ AU Y: Ya UYA] fUbh<ca Y Ygg		: cghf		7 UY A]]Ufm					
Mathematics	All	51%	52%	'**%	18%	27%	54%	-	40%	-	63%	27%	51%	26%	38%	33%	35%	36%	-	*	-	-	
	Students																						
	CWD	26%	27%	&*%	*	33%	29%	-	*	-	*	23%	33%	26%	-	43%	26%	27%	-	-	-	-	
	CWOD	54%	57%	' , %	29%	25%	60%	-	*	-	71%	29%	56%	-	38%	29%	39%	38%	-	*	-	-	
	EL	37%	35%	' ' %	-	30%	-	-	*	-	-	26%	60%	43%	29%	33%	20%	43%	-	-	-	-	
	Male	50%	52%	') %	14%	26%	67%	-	*	-	*	29%	48%	26%	39%	20%	35%	-	-	*	-	-	
	Female	51%	52%	' * %	*	28%	42%	-	*	-	*	26%	54%	27%	38%	43%	-	36%	-	*	-	-	
Science	All	53%	55%	(, %	20%	48%	64%	-	*	-	60%	36%	64%	40%	51%	36%	46%	50%	-	*	-	-	
	Students																						
	CWD	25%	27%	(\$ %	*	60%	*	-	-	-	*	44%	33%	40%	-	40%	36%	*	-	-	-	-	
	CWOD	56%	59%) % %	*	43%	75%	-	*	-	*	33%	74%	-	51%	33%	53%	50%	-	*	-	-	
	EL	26%	25%	' * %	-	50%	-	-	*	-	-	43%	*	40%	33%	36%	*	38%	-	-	-	-	
	Male	53%	54%	(\$ %	*	50%	57%	-	-	-	*	38%	58%	36%	53%	*	46%	-	-	-	-	-	
	Female	53%	55%) \$ %	*	47%	71%	-	*	-	*	35%	69%	*	50%	38%	-	50%	-	*	-	-	

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All Grades

All Subjects	All	23%	26%	% %	7%	14%	31%	-	8%	-	38%	13%	28%	10%	22%	10%	16%	22%	-	0%	-	-	
	Students																						
	CWD	8%	9%	% %	0%	13%	6%	-	*	-	*	8%	13%	10%	-	11%	12%	4%	-	-	-	-	
	CWOD	25%	29%	& % %	12%	14%	36%	-	9%	-	44%	15%	33%	-	22%	10%	18%	25%	-	0%	-	-	
	ED	11%	11%	% %	-	10%	-	-	9%	-	-	7%	21%	11%	10%	10%	9%	11%	0%	-	-	-	
	Male	22%	25%	% %	11%	10%	28%	-	*	-	36%	13%	21%	12%	18%	9%	16%	26%	-	*	-	-	
	Female	24%	27%	& % %	0%	18%	33%																

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

	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
All Students	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.
 ' ' Ever EL in grades 9-12

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)

Number of English Learners	Percentage of English Learners
45	16%

' ' 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.

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)

Indicator	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
STAAR Component Score	43	23	37	59	-	28	-	66	36	28	33
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

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)

Goal	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade	5 th Grade
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	Y	Y	Y	Y	Y	Y	N	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	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	N	N	N	N	N	N	N
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N	N	N	N	N	N	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%

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Female		\$%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-	0%
Reading	All	\$%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%
	Students	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%
	CWD	\$%	*	0%	0%	-	*	-	*	0%	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%	-
	Female	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%
Mathematics	All	\$%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%
	Students	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%
	CWD	\$%	*	0%	0%	-	*	-	*	0%	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%	-
	Female	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%
Science	All	\$%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%	0%
	Students	\$%	*	0%	*	-	-	-	*	0%	0%	0%	-	0%	0%	*
	CWD	\$%	*	0%	0%	-	*	-	*	0%	0%	0%	-	0%	0%	0%
	CWOD	\$%	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%
	EL	\$%	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	*	0%
	Male	\$%	*	0%	0%	-	-	-	*	0%	0%	0%	0%	*	0%	-
	Female	\$%	*	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-	0%

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

DUfhfj]]]L Civil Rights Data

DUfhfj]]]L 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)

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In-School Suspensions	Male	2	0	2	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	2	0	2	0	0	0	0	0	0	0
Out-of-School Suspensions	Male	11	0	7	2	0	0	0	2	2	2
	Female	4	0	2	2	0	0	0	0	0	0
	Total	15	0	9	4	0	0	0	2	2	2
Expulsions	Male	0	0	0	0	0	0	0	0	0	0
With Educational Services	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	0
	Female	2	0	0	2	0	0	0	0	0	0
	Total	2	0	0	2	0	0	0	0	0	0
Referrals to Law Enforcement	Male	2	0	2	0	0	0	0	0	0	0
	Female	2	0	0	2	0	0	0	0	0	0
	Total	4	0	2	2	0	0	0	0	0	0

		HcHJ	5 Z]WU	<]gdUb]W	K \]H	-bX]Ub cf	5`Ug_U	5 g]Ub	DUM]ZW	Hk c	9 @	Ghi XYbfg	8]gUV]]H]Yg
		gfi XYbfg	5 a Yf]WU			BUH]j Y			-g`UbXYf	FUW]g		k]h) \$(L
Total		6	2	4	0	0	0	0	0	0	0	6	
Expulsions													
With Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	
School-Related Arrests	Male	0	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	0	0	0	
	Female	0	0	0	0	0	0	0	0	0	0	0	
	Total	0	0	0	0	0	0	0	0	0	0	0	
5`` Ghi XYbfg													
Chronic Absenteeism													
	Male	24	0	17	5	0	0	0	0	2	5	5	5
	Female	22	5	11	2	0	2	0	0	2	2	2	2
	Total	46	5	28	7	0	2	0	0	4	7	7	7

		HcHJ
Incidents of Violence		
Incidents of rape or attempted rape		0
Incidents of sexual assault (other than rape)		0
Incidents of robbery with a weapon		0
Incidents of robbery with a firearm or explosive device		0
Incidents of robbery without a weapon		0
Incidents of physical attack or fight with a weapon		0
Incidents of physical attack or fight with a firearm or explosive device		0
Incidents of physical attack or fight without a weapon		15
Incidents of threats of physical attack with a weapon		0
Incidents of threats of physical attack with a firearm or explosive device		0
Incidents of threats of physical attack without a weapon		4
Incidents of possession of a firearm or explosive device		0
Allegations of Harassment or bullying		
On the basis of sex		0
On the basis of race		0
On the basis of disability		0
On the basis of sexual orientation		0
On the basis of religion		0

DUFhfj]]]]fL 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.

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		gfi XYbfg	5 a Yf]WU			BUH]j Y			-g`UbXYf	FUW]g		k]h) \$(L
Preschool Programs													
	Male	32	2	20	5	0	0	0	0	5	8	2	
	Female	34	2	23	5	0	2	0	0	2	8	8	
	Total	66	4	43	10	0	2	0	0	7	16	10	
Accelerated Coursework													
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-	-	
	Female	-	-	-	-	-	-	-	-	-	-	-	



