

graduation rate, for the 2019-20 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)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless^	Foster Care^
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019													
All Students	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	-	-	*	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	-	-	*	-
EL^	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	100.0%	100.0%	100.0%	100.0%	-	100.0%	-	100.0%	100.0%	-	-	*	-

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

-' Indicates there are no students in the group.

^ Ever in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

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)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	100%	100%	100%	100%	-	100%	-	100%	100%	-	-

All Students African American Hispanic White American Indian Asian Pacific Islander Two or More Races Econ Disadv CWD EL

*' 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)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

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)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (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 Disabilities (Section 504)	Students with Disabilities
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0	0	
	Female	3	0	1	1	0	0	0	1	1		
	Total	3	0	1	1	0	0	0	1	1		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	28	3	24	0	0	0	0	1	2		
	Total	28	3	24	0	0	0	0	1	2		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	21	3	17	0	0	0	0	1	0		
	Total	21	3	17	0	0	0	0	1	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Under Zero Tolerance Policies	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
	Male	0	0	0	0	0	0	0	0	0		
School-Related Arrests	Female	3	1	2	0	0	0	0	0	0		
	Total	3	1	2	0	0	0	0	0	0		
	Male	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	Female	1	0	1	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
	Male	0	0	0	0	0	0	0	0	0		
	Female	7	1	4	1	0	0	0	1	1		
	Total	7	1	4	1	0	0	0	1	1		
	Male	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	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
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	2		0
	Total	1	0	1	0	0	0	0	0	2		0
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	1	0	1	0	0	0	0	0	1		0
	Total	1	0	1	0	0	0	0	0	1		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	0	0	0	0	0	0	0	0	0		0
	Total	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
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	0	-8	-8	-8	-8	-8	-8	-8	-8	-8	-8
	Female	36	2	27	6	-8	-8	-8	1	1	3	-8

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- '-' Indicates there are no data available in the group.
 - '-3' Indicates skip logic failure.
 - '-8' Indicates EDFacts missing data.
 - '-9' Indicates not applicable / skipped.
 - '-11' Indicates suppressed data.
- 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 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 School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	12.4	21.0%
Teachers Teaching with Emergency or Provisional Credentials	1.5	2.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.4	8.0%

- '-' 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 2019-20 fiscal year.

To be updated by June 30th, 2021.

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 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		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%
		English Learners	94%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	Reading	Students with Disabilities	83%
		English Learners	96%
Mathematics	Students with Disabilities	88%	
	English Learners	97%	

** 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 Eduicac