

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**  
**District Name: SOCORRO ISD**  
**District ID: 071909**

**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										EL (Current & Former)
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	
<b>Academic Performance (At Meets Grade Level or Above)</b>												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	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%
Mathematics	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	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%
EL Progress	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%
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
Graduation Rate: 4-Year Longitudinal Rate <sup>A</sup>	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
	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%
Graduation Rate: 4-Year Longitudinal Rate <sup>A</sup>	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%

<sup>\*\*</sup> 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%
	Academic Achievement	50%
High Schools and K-12	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











		State	Region	District	Afr	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	6%	5%	4%	-	4%	*	*	0%	-	-	5%	3%	6%	4%	4%	5%	4%	*	0%	*	0%
	Male	16%	15%	18%	7%	18%	15%	*	47%	*	18%	15%	27%	11%	19%	5%	18%	-	*	9%	*	16%
	Female	16%	15%	16%	29%	15%	26%	*	45%	*	6%	13%	23%	4%	17%	4%	-	16%	*	12%	*	23%
Grade 8																						
Reading	All Students	27%	24%	28%	32%	27%	41%	40%	44%	20%	43%	24%	40%	9%	30%	6%	25%	31%	11%	20%	*	35%
	CWD	7%	7%	9%	0%	9%	25%	*	*	*	*	8%	14%	9%	-	3%	9%	10%	17%	*	*	18%
	CWOD	30%	25%	30%	37%	29%	43%	*	43%	*	46%	26%	42%	-	30%	7%	27%	33%	*	22%	*	37%
	EL	5%	4%	6%	-	6%	0%	-	-	-	-	6%	9%	3%	7%	6%	5%	7%	0%	0%	*	*
	Male	24%	21%	25%	26%	24%	38%	*	40%	*	42%	22%	36%	9%	27%	5%	25%	-	0%	18%	*	33%
	Female	31%	27%	31%	37%	30%	46%	*	47%	*	44%	26%	44%	10%	33%	7%	-	31%	*	25%	*	37%
Mathematics	All Students	17%	11%	10%	15%	10%	18%	*	25%	*	15%	10%	13%	9%	11%	6%	10%	11%	0%	6%	*	15%
	CWD	9%	9%	9%	11%	8%	20%	*	*	*	*	9%	12%	9%	-	5%	8%	11%	0%	*	*	14%
	CWOD	18%	11%	11%	15%	10%	18%	*	10%	*	17%	10%	13%	-	11%	6%	10%	11%	*	7%	*	15%
	EL	6%	5%	6%	-	6%	22%	-	-	-	-	5%	10%	5%	6%	6%	5%	7%	0%	*	-	*
	Male	16%	11%	10%	12%	10%	19%	*	33%	-	7%	10%	12%	8%	10%	5%	10%	-	0%	8%	*	12%
	Female	17%	11%	11%	17%	10%	18%	*	*	*	33%	10%	14%	11%	11%	7%	-	11%	*	*	-	19%
Science	All Students	25%	20%	24%	25%	23%	34%	20%	66%	80%	30%	20%	36%	10%	26%	6%	26%	22%	0%	16%	*	31%
	CWD	10%	9%	10%	0%	9%	19%	*	*	*	*	9%	13%	10%	-	5%	10%	9%	0%	*	*	14%
	CWOD	26%	22%	26%	29%	22%	36%	*	63%	*	32%	22%	38%	-	26%	7%	28%	24%	*	17%	*	33%
	EL	5%	5%	6%	-	6%	30%	-	-	-	-	5%	14%	5%	7%	6%	6%	7%	0%	0%	*	*
	Male	25%	22%	26%	19%	25%	33%	*	47%	*	26%	23%	36%	10%	28%	6%	26%	-	0%	18%	*	28%
	Female	24%	19%	22%	29%	21%	35%	*	82%	*	38%	18%	36%	9%	24%	7%	-	22%	*	13%	*	33%
End of Course																						
English I	All Students	10%	9%	10%	9%	9%	14%	7%	35%	10%	9%	7%	17%	2%	11%	0%	7%	13%	0%	6%	0%	14%
	CWD	3%	3%	2%	0%	2%	0%	*	-	-	*	2%	1%	2%	-	1%	3%	1%	*	0%	*	3%
	CWOD	11%	9%	11%	10%	10%	17%	8%	35%	10%	10%	8%	19%	-	11%	0%	8%	14%	0%	7%	0%	16%
	EL	1%	1%	0%	-	0%	0%	*	0%	-	-	0%	1%	1%	0%	0%	1%	0%	0%	0%	0%	0%
	Male	7%	6%	7%	11%	7%	11%	0%	33%	0%	5%	6%	11%	3%	8%	1%	7%	-	0%	4%	0%	11%
	Female	14%	12%	13%	6%	13%	19%	11%	36%	*	14%	10%	24%	1%	14%	0%	-	13%	*	9%	0%	18%
English II	All Students	8%	5%	5%	10%	5%	8%	0%	24%	17%	8%	4%	9%	3%	6%	0%	3%	8%	0%	3%	0%	10%
	CWD	4%	3%	3%	0%	2%	9%	*	*	*	*	3%	2%	3%	-	1%	3%	2%	*	0%	*	6%
	CWOD	8%	6%	6%	11%	5%	8%	0%	28%	0%	9%	4%	9%	-	6%	0%	3%	8%	0%	4%	0%	10%
	EL	0%	0%	0%	-	0%	0%	*	0%	-	-	0%	1%	1%	0%	0%	0%	0%	0%	0%	*	0%
	Male	6%	4%	3%	6%	3%	7%	*	10%	*	0%	2%	5%	3%	3%	0%	3%	-	0%	0%	*	5%
	Female	10%	7%	8%	15%	7%	9%	0%	36%	*	14%	6%	13%	2%	8%	0%	-	8%	0%	8%	0%	14%
Algebra I	All Students	36%	48%	47%	54%	47%	51%	60%	87%	38%	50%	44%	56%	12%	51%	23%	42%	54%	17%	42%	9%	54%
	CWD	9%	15%	12%	0%	13%	11%	*	0%	-	*	12%	15%	12%	-	4%	12%	14%	*	*	*	12%
	CWOD	39%	52%	51%	61%	51%	56%	63%	87%	38%	57%	49%	60%	-	51%	26%	47%	57%	20%	45%	10%	59%
	EL	19%	30%	23%	-	22%	40%	-	22%	-	-	22%	25%	4%	26%	23%	19%	28%	*	40%	20%	27%
	Male	31%	43%	42%	49%	41%	51%	*	91%	25%	56%	39%	53%	12%	47%	19%	42%	-	*	50%	*	48%
	Female	40%	53%	54%	62%	53%	50%	83%	84%	60%	44%	51%	60%	14%	57%	28%	-	54%	*	31%	14%	61%
Biology	All Students	24%	17%	18%	20%	18%	32%	17%	48%	9%	23%	15%	27%	4%	20%	3%	18%	18%	0%	13%	0%	23%
	CWD	6%	4%	4%	10%	4%	13%	*	-	-	*	3%	10%	4%	-	0%	5%	3%	*	*	*	11%
	CWOD	26%	18%	20%	21%	19%	35%	18%	48%	9%	25%	16%	29%	-	20%	3%	20%	20%	0%	14%	0%	24%
	EL	4%	4%	3%	-	3%	0%	*	0%	-	-	2%	5%	0%	3%	3%	2%	3%	*	0%	0%	0%
	Male	24%	16%	18%	20%	17%	37%	0%	58%	0%	29%	15%	28%	5%	20%	2%	18%	-	0%	18%	0%	23%
	Female	25%	17%	18%	20%	18%	25%	29%	33%	*	14%	15%	27%	3%	20%	3%	-	18%	*	7%	0%	22%
<b>STAAR Percent at Approaches Grade Level or Above</b>																						
All Grades																						
All Subjects	All Students	77%	79%	83%	84%	82%	86%	73%	93%	83%	88%	81%	89%	55%	86%	67%	80%	85%	54%	72%	52%	87%
	CWD	46%	51%	55%	58%	55%	61%	46%	78%	44%	79%	53%	64%	55%	-	47%	55%	56%	48%	40%	28%	65%
	CWOD	81%	83%	86%	89%	86%	90%	79%	94%	88%	89%	85%	90%	-	86%	70%	85%	88%	57%	77%	57%	90%
	EL	62%	63%	67%	67%	67%	60%	54%	66%	-	75%	66%	71%	47%	70%	67%	65%	69%	41%	55%	36%	65%
	Male	74%	76%	80%	80%	80%	86%	74%	93%	74%	87%	78%	87%	55%	85%	65%	80%	-	52%	71%	49%	86%
	Female	80%	81%	85%	89%	85%	86%	70%	93%	94%	90%	83%	91%	56%	88%	69%	-	85%	56%	73%	54%	88%
Reading	All Students	73%	73%	78%	82%	77%	83%	64%	89%	75%	85%	75%	86%	45%	82%	57%	74%	82%	49%	64%	54%	84%
	CWD	39%	42%	45%	50%	44%	53%	42%	73%	44%	72%	43%	54%	45%	-	34%	44%	47%	33%	30%	33%	53%
	CWOD	78%	78%	82%	87%	82%	89%	69%	90%	80%	87%	80%	89%	-	82%	61%	79%	85%	55%	70%	59%	88%
	EL	54%	53%	57%	*	57%	46%	50%	54%	-	*	56%	60%	34%	61%	57%	53%	60%	32%	43%	24%	54%
	Male	69%	70%	74%	75%	74%	82%	62%	89%	61%	82%	72%	82%	44%	79%	53%	74%	-	47%	62%	50%	82%
	Female	78%	77%	82%	89%	82%	84%	67%	90%	93%	89%	80%	89%	47%	85%	60%	-	82%	50%	67%	58%	87%
Mathematics	All Students	81%	85%	87%	87%	87%	88%	76%	96%	86%	92%	86%	92%	67%	90%	80%	86%	89%	65%	79%	48%	90%
	CWD	53%	63%	67%	68%	69%	69%	40%	88%	38%	88%	65%	75%	67%	-	62%	67%	66%	63%	48%	29%	75%
	CWOD	84%	88%	90%	90%	90%	91%	86%	97%	94%	92%	89%	94%	-	90%	83%	90%	91%	67%	84%	54%	91%
	EL	72%	77%	80%	*	80%	74%	*	82%	-	*	79%	84%	62%	83%	80%	80%	80%	61%	73%	47%	81%





**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
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	70	71	70	69	65	77	70	70	69	63	67
CWD	63	70	63	60	50	79	67	69	63	63	59
CWOD	70	72	70	71	70	77	71	70	70	-	69
EL	67	-	67	63	*	71	-	*	67	59	67
Male	68	67	68	67	61	77	72	68	68	64	66
Female	71	76	71	72	71	78	69	73	70	61	67
<b>Mathematics</b>											
All Students	72	72	71	76	58	91	69	76	70	64	66
CWD	64	65	64	63	50	83	50	77	63	64	63
CWOD	73	73	72	78	60	92	73	76	72	-	67
EL	66	-	66	78	*	86	-	*	66	63	66
Male	71	68	71	75	50	89	64	77	69	65	66
Female	73	77	72	77	71	93	75	74	72	61	68

**Part (iii)(II): Graduation Rate**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	90.4%	90.2%	90.6%	84.8%	75.0%	100.0%	66.7%	84.0%	89.3%	65.5%	79.0%	71.6%	77.8%
CWD	65.5%	75.0%	66.3%	53.8%	0.0%	-	-	-	66.3%	65.5%	67.6%	72.7%	33.3%
CWOD	92.0%	91.0%	92.2%	89.1%	100.0%	100.0%	66.7%	84.0%	91.1%	-	80.0%	71.4%	86.7%
EL	79.0%	0.0%	79.2%	66.7%	100.0%	-	-	-	80.5%	67.6%	79.0%	63.2%	50.0%
Male	87.6%	84.4%	87.9%	80.4%	66.7%	100.0%	-	83.3%	86.1%	64.7%	74.5%	65.4%	85.7%
Female	93.3%	97.3%	93.4%	89.8%	100.0%	100.0%	66.7%	84.6%	92.5%	67.2%	84.8%	77.2%	72.7%

\*\* 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**

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
10,159	1,978	19%

\*\* 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)

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	53	54	52	60	47	76	56	59	50	30	36
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	60%	57%	60%	67%	*	69%	*	76%	58%	50%	40%

\*\* 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	Y	Y	N	N	N	Y	N	Y	N	N
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
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	Y	N	N	N	Y	N	N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N
<b>English Learner Language Proficiency Status</b>											
Interim Goals (2018-2022)											36%
Target Met											Y
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N
<b>Federal Graduation Status<sup>+</sup></b>											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	Y	N	N	N	N	N	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	N	N	N	N	N	N

<sup>+</sup> 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.  
<sup>^</sup> 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 (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)

		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All Students	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
	CWOD	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	-	100%	100%	100%	100%
	EL	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	-	100%
Reading	All Students	100%	99%	100%	100%	100%	100%	97%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
	CWOD	100%	100%	100%	100%	100%	100%	96%	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	*	100%	100%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	99%	100%	100%	100%	100%	97%	99%	100%	100%	100%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	100%	97%	100%	100%	100%	100%	100%	100%	100%	-	100%
Mathematics	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	99%	100%	99%	100%	100%	100%	100%	100%	99%	100%	-	100%	99%	100%	100%
	CWOD	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	*	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	100%	100%	100%	-	100%
	Female	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%
Science	All Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%
	CWD	99%	100%	99%	100%	*	*	*	99%	99%	100%	99%	-	99%	99%	99%	100%
	CWOD	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%
	EL	100%	-	100%	100%	*	100%	-	-	100%	100%	99%	100%	100%	100%	100%	100%
	Male	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	-	100%
	Female	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	-	100%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	1%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	-	0%
Reading	All Students	0%	1%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
	CWOD	0%	0%	0%	0%	0%	0%	4%	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	*	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	1%	0%	0%	0%	0%	3%	1%	0%	0%	0%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%	0%	-	0%
Mathematics	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	1%	0%	1%	0%	0%	0%	0%	0%	1%	0%	-	0%	1%	0%	0%
	CWOD	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	*	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%	-	0%
	Female	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	0%
Science	All Students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
	CWD	1%	0%	1%	0%	*	*	*	0%	1%	0%	1%	-	1%	1%	1%	0%
	CWOD	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	0%	*	0%	-	-	0%	0%	1%	0%	0%	0%	0%	0%
	Male	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	-	0%
	Female	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	-	0%

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

-' Indicates zero observations reported for this group.

**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)

The data is not required for district level.

**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.

The data is not required for district level.

**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		High-Poverty Schools		Low-Poverty Schools	
	Number	Percent	Number	Percent	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	403.7	13.7%	18.7	9.2%		
Teachers Teaching with Emergency or Provisional Credentials	38.5	1.4%	2.0	1.0%		
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	226.1	8.1%	12.0	6.3%		

-' 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	State	Region	Region	District	District
	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2	Number of ALT2	Rate of ALT2
Grade 3						
Reading	5,881	1%	194	2%	60	2%
Mathematics	5,880	1%	194	2%	60	2%
Grade 4						
Reading	6,312	2%	223	2%	56	2%
Mathematics	6,311	2%	222	2%	55	2%
Grade 5						
Reading	6,133	1%	204	2%	63	2%
Mathematics	6,131	1%	202	2%	62	2%
Science	6,133	1%	204	2%	63	2%

	State Number of ALT2	State Rate of ALT2	Region 19 Number of ALT2	Region 19 Rate of ALT2	District Number of ALT2	District Rate of ALT2
Grade 6						
Reading	6,038	1%	176	1%	36	1%
Mathematics	6,036	1%	176	1%	36	1%
Grade 7						
Reading	5,616	1%	176	1%	48	1%
Mathematics	5,616	2%	176	1%	48	1%
Grade 8						
Reading	5,251	1%	189	1%	59	2%
Mathematics	5,254	2%	189	2%	59	2%
Science	5,250	1%	189	1%	59	2%
End of Course						
English I	5,150	1%	163	1%	40	1%
English II	4,680	1%	144	1%	31	1%
Algebra I	5,122	1%	161	1%	40	1%
Biology	4,954	1%	160	1%	38	1%
All Grades						
All Subjects	101,751	1%	3,343	1%	913	1%
Reading	45,064	1%	1,470	1%	393	1%
Mathematics	40,350	1%	1,320	1%	360	1%
Science	16,337	1%	553	1%	160	1%

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

⌋ Indicates zero observations reported for this group.

**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**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 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
			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	
	American Indian		*	33	*	67	*	24	*	4	
	Asian		4	7	96	93	82	69	45	28	
	Pacific Islander		*	36	*	64	*	28	*	6	
	Two or More Races	9	16	91	84	51	44	9	10		

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 8	Reading	Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
		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
		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
		Asian	10	12	90	88	71	64	36	33
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%
	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%

\*\*\* 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)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	61%	41%	62%	46%	*	61%	*	*	61%	38%	58%

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