



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.

**DUFhffjL** 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 [7 ca dfY Ybgj Y Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#) , [Hlfj YhX Gi ddcfhUbX -a dfcj Ya YbhGW cc`g](#) and [5 XXhcbU Hlfj YhX Gi ddcfhGW cc`g](#) 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).

**DUFhffjL** 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 (i) (ii) of such subsection. 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.

**DUFhffjL** 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)

G	H	U	W	8	]g	f	]V	7	U	a	di	g	5	a	Y	<	]g	d	U	b	\	]h	Y	-	b	X	5	g	]U	-	g	F	U	W	g	8	]g	U	X	j	8	]g	U	X	j	7	K	8	7	K	C	8	g	@	A	U	Y	:	Y	a	]f	U	b	<	c	a	Y	Y	g	7	U	F	Y	H	f	j	L	H	k	c	f	B	c	b	:	c	g	h	f





		GUY8 jghjW7 Ua di g		5 Z		5 a Yf		DUW		Hk c cf		Bcb		9 @		AUY		: cghYf		
		80%	79%	, %	87%	68%	95%	*	100%	*	FUWg8	9Wb8	8 jgUXj	7 K 8	7 K C8	48%	84%	82%	-	83%
Science	All	80%	79%	, %	87%	68%	95%	*	100%	*	78%	66%	90%	68%	86%	48%	84%	82%	-	83%
	Students																			
	CWD	51%	50%	, %	*	63%	72%	-	*	-	*	64%	70%	68%	-	60%	78%	50%	-	*
	CWOD	84%	83%	, %	83%	69%	99%	*	*	*	100%	67%	94%	-	86%	45%	85%	86%	-	*
	EL	61%	58%	(, %	-	41%	*	-	*	*	-	47%	50%	60%	45%	48%	62%	33%	-	-
	Male	79%	78%	(, %	60%	71%	96%	*	*	*	80%	66%	90%	78%	85%	62%	84%	-	-	*
	Female	81%	80%	, %	100%	64%	94%	-	*	*	*	67%	89%	50%	86%	33%	-	82%	-	*

G5 F DYfWbhUa Yfjg ; fUXY @j Y cf 5 Vcj Y

All Grades		GUY8 jghjW7 Ua di g		5 Z		5 a Yf		DUW		Hk c cf		Bcb		9 @		AUY		: cghYf		
All Subjects		49%	52%	) +%	33%	37%	74%	*	54%	100%	68%	29%	68%	22%	63%	24%	58%	56%	-	50%
	Students																			
	CWD	24%	25%	88%	18%	12%	40%	-	*	-	8%	13%	29%	22%	-	17%	25%	19%	-	38%
	CWOD	52%	57%	** %	36%	43%	78%	*	58%	100%	84%	33%	74%	-	63%	26%	64%	61%	-	55%
	EL	29%	28%	8 %	-	23%	57%	-	0%	*	-	20%	36%	17%	26%	24%	34%	14%	-	*
	Male	47%	51%	) , %	22%	38%	78%	*	21%	*	71%	28%	69%	25%	64%	34%	58%	-	-	33%
	Female	52%	54%	) * %	42%	37%	70%	-	85%	*	64%	30%	68%	19%	61%	14%	-	56%	-	67%
Reading	All	47%	52%	) * %	29%	36%	73%	*	59%	*	59%	27%	67%	23%	61%	25%	56%	55%	-	42%
	Students																			
	CWD	21%	23%	8 %	14%	11%	46%	-	*	-	0%	12%	33%	23%	-	20%	25%	20%	-	*
	CWOD	50%	56%	* %	32%	41%	76%	*	63%	*	73%	32%	72%	-	61%	26%	63%	59%	-	44%
	EL	23%	24%	8 %	-	23%	*	-	*	*	-	18%	43%	20%	26%	25%	30%	19%	-	*
	Male	43%	48%	) * %	22%	36%	77%	*	25%	*	67%	28%	68%	25%	63%	30%	56%	-	-	17%
	Female	51%	55%	) ) %	35%	35%	69%	-	89%	*	50%	27%	67%	20%	59%	19%	-	55%	-	67%
Mathematics	All	51%	52%	) +%	34%	39%	73%	*	53%	*	81%	30%	69%	20%	64%	22%	59%	56%	-	50%
	Students																			
	CWD	26%	27%	88%	14%	13%	32%	-	*	-	20%	12%	27%	20%	-	13%	22%	16%	-	*
	CWOD	54%	57%	* (%	39%	45%	77%	*	56%	*	95%	35%	74%	-	64%	25%	66%	61%	-	56%
	EL	37%	35%	88%	-	22%	*	-	*	*	-	18%	33%	13%	25%	22%	33%	11%	-	*
	Male	50%	52%	) - %	22%	40%	79%	*	25%	*	80%	28%	71%	22%	66%	33%	59%	-	-	33%
	Female	51%	52%	) * %	45%	38%	67%	-	78%	*	83%	31%	66%	16%	61%	11%	-	56%	-	67%
Science	All	53%	55%	* %	40%	37%	82%	*	40%	*	56%	32%	71%	27%	66%	28%	58%	63%	-	67%
	Students																			
	CWD	25%	27%	8+ %	*	13%	44%	-	*	-	*	27%	27%	27%	-	20%	30%	21%	-	*
	CWOD	56%	59%	** %	42%	42%	88%	*	*	*	83%	33%	79%	-	66%	30%	64%	69%	-	*
	EL	26%	25%	8 %	-	23%	*	-	*	*	-	29%	25%	20%	30%	28%	46%	8%	-	-
	Male	53%	54%	) , %	20%	37%	79%	*	*	*	60%	29%	67%	30%	64%	46%	58%	-	-	*
	Female	53%	55%	** %	50%	39%	86%	-	*	*	*	36%	76%	21%	69%	8%	-	63%	-	*

G5 F DYfWbhUa Ughfjg ; fUXY @j Y

All Grades		GUY8 jghjW7 Ua di g		5 Z		5 a Yf		DUW		Hk c cf		Bcb		9 @		AUY		: cghYf		
All Subjects		23%	26%	8 %	11%	14%	42%	*	33%	33%	32%	9 %	37%	9%	33%	7%	30%	29%	-	23%
	Students																			
	CWD	8%	9%	- %	6%	4%	17%	-	*	-	0%	7%	10%	9%	-	14%	10%	7%	-	25%
	CWOD	25%	29%	** %	12%	16%	45%	*	36%	33%	40%	10%	41%	-	33%	5%	34%	31%	!	23%
	EL	11%	11%	+ %	-	6%	29%	-	0%	*	-	5%	10%	14%	5%	7%	9%	5%	-	-
	Male	22%	25%	' \$ %	7%	14%	45%	*	5%	*	37%	10%	37%	10%	34%	9%	30%	T4	-	20%
	Female	24%	27%	8 %	14%	14%	39%	-	60%	*	25%	9%	37%	7%	31%	5%	-	29%	-	27%
Reading	All	20%	25%	** %	13%	17%	47%	*	47%	*	41%	11%	42%	8%	38%	10%	31%	36%	-	17%
	Students																			
	CWD	7%	8%	, %	0%	3%	17%	-	*	-	0%	4%	11%	8%	-	13%	7%	9%	-	*
	CWOD	22%	28%	' , %	16%	20%	50%	*	50%	*	50%	14%	46%	-	38%	10%	36%	39%	-	22%
	EL	8%	9%	% %	-	7%	*	-	*	*	-	5%	2%	13%	10%	10%	8%	!	-	*
	Male	17%	22%	' % %	16%	16%	46%	*	13%	*	47%	12%	39%	7%	36%	13%	31%	-	-	0%
	Female	23%																		

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)

	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18
<b>FYUJb[</b>											
All Students	62	61	54	67	*	80	*	67	55	46	63
CWD	46	75	30	64	-	-	-	60	35	46	50
CWOD	65	59	59	68	*	79	*	68	60	-	67
EL	63	-	62	*	-	*	*	-	58	50	63
Male	61	56	53	67	*	64	*	73	52	42	68
Female	63	67	55	68	-	94	*	58	58	54	59
<b>AU Ya UjVg</b>											
All Students	67	61	60	72	*	70	*	76	55	52	55
CWD	52	33	43	68	-	*	-	60	44	52	40
CWOD	70	67	65	73	*	68	*	80	58	-	58
EL	55	-	56	*	-	*	*	-	53	40	55
Male	66	56	58	73	*	57	*	80	51	48	58
Female	69	67	63	72	-	81	*	71	60	60	51

**DUhfj]kL ; fUXi Ujcb FUHY**

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

	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade	5 <sup>th</sup> Grade
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
<b>: YXYFU ; fUXi Ujcb FUHY</b>												
( !mYUf @b[ ]h X]bU 7 c\ cfh; fUXi Ujcb FUHY f  f - !%&L 7 Ugg cZ&\$%												
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 this category/group.  
 ^ Ever EL in grades 9-12

**DUhfj]kL English Language Proficiency**

This section provides information on the number and uoup.

Dufhjf JL Goal Meeting Status







**DUfhj j]kfl** 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.

		HcHJ gli XYbfg	5 Z]WUb 5 a YfjWUb	<]gdUb]W	K \ ]hY	-bX]Ub cf 5`Ug_U BUhj Y	5 g]Ub	DUM]ZW -g`UbXYf	Hk c cf AcfY FUWg	9 @	Gh XYbfg k ]h 8 ]gUV] ]hYg
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework	Male	-	-	-	-	-	-	-	-	-	-
Advanced Placement Courses	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

	6 UY Bi a VYf cZ5 @H&	6 UY FUy cZ5 @H&	8 [gf]Vh Bi a VYf cZ5 @H&	8 [gf]Vh FUy cZ5 @H&	7 Ua di g Bi a VYf cZ5 @H&	7 Ua di g FUy cZ5 @H&
Science	6,133	1%	108	2%	!	!
Grade 6 Reading	6,038	1%	91	2%	†	\$%
Mathematics	6,036	1%	91	2%	†	\$%
Grade 7 Reading	5,616	1%	104	2%	†	%&
Mathematics	5,616	2%	103	3%	†	&%
Grade 8 Reading	5,251	1%	73	1%	,	' %
Mathematics	5,254	2%	73	1%	,	' %
Science	5,250	1%	73	1%	,	' %
End of Course English I	5,150	1%	68	1%	!	!
English II	4,680	1%				

; fUXY	Gi V^Vh	Gh XYbh; fci d	% 6 Yck 6 Ug]W		% 5 hcf 5 Vcj Y 6 Ug]W		% 5 hcf 5 Vcj Y DfcZ]WYbh		% 5 h5 Xj UbVWX	
			HL	I G	HL	I G	HL	I G	HL	I G
		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

**GHU@j Y. &B% B59D DUH]WdUH]cb FUhYg Zcf Gh XYbhg k ]h 8 ]gUV] ]H]Yg UbX @a ]hYX 9 b[ ]g] DfcZ]WYbhGh XYbhg**

; fUXY	Gi V^Vh	Gh XYbh; fci d	FUH
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.

**DUhf] ]]]L 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.