Texas Education Agency

2021 Federal Report Card

RAYMONDVILLE OPTIONS ACADEMIC ACADEMY (245903004) - RAYMONDVILLE ISD - WILLACY COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;
(bb) the methodology by which the State differentiates all such schools;
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 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)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	66%	69%	**63%**	-	63%	-	-	-	-	-	71%	*	-	63%	*	63%	-	-	-	-	-
	CWD	30%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	70%	74%	**63%**	-	63%	-	-	-	-	-	71%	*	-	63%	*	63%	-	-	-	-	-
	EL	34%	47%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	61%	65%	**63%**	-	63%	-	-	-	-	-	71%	*	-	63%	*	63%	-	-	-	-	-
	Female	72%	73%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English II	All Students	70%	65%	**60%**	-	60%	-	-	-	-	-	60%	-	*	67%	*	50%	*	*	-	-	-
	CWD	32%	31%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	74%	69%	**67%**	-	67%	-	-	-	-	-	67%	-	-	67%	*	57%	*	*	-	-	-
	EL	34%	23%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	65%	62%	**50%**	-	50%	-	-	-	-	-	50%	-	*	57%	*	50%	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	Female	76%	69%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Biology	All Students	81%	80%	**57%**	-	57%	-	-	-	-	-	57%	-	-	57%	-	50%	*	*	-	-	-
	CWD	52%	75%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	84%	80%	**57%**	-	57%	-	-	-	-	-	57%	-	-	57%	-	50%	*	*	-	-	-
	EL	56%	67%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	75%	**50%**	-	50%	-	-	-	-	-	50%	-	-	50%	-	50%	-	-	-	-	-
	Female	83%	86%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	49%	42%	**13%**	-	13%	-	-	-	-	-	14%	*	-	13%	*	13%	-	-	-	-	-
	CWD	19%	22%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	53%	45%	**13%**	-	13%	-	-	-	-	-	14%	*	-	13%	*	13%	-	-	-	-	-
	EL	16%	5%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	44%	29%	**13%**	-	13%	-	-	-	-	-	14%	*	-	13%	*	13%	-	-	-	-	-
	Female	55%	57%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English II	All Students	57%	46%	**40%**	-	40%	-	-	-	-	-	40%	-	*	44%	*	38%	*	*	-	-	-
	CWD	22%	19%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	60%	50%	**44%**	-	44%	-	-	-	-	-	44%	-	-	44%	*	43%	*	*	-	-	-
	EL	18%	8%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	51%	40%	**38%**	-	38%	-	-	-	-	-	38%	-	*	43%	*	38%	-	-	-	-	-
	Female	63%	55%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Biology	All Students	54%	30%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	-	17%	*	*	-	-	-
	CWD	25%	50%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	57%	28%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	-	17%	*	*	-	-	-
	EL	21%	17%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	52%	31%	**17%**	-	17%	-	-	-	-	-	17%	-	-	17%	-	17%	-	-	-	-	-
	Female	55%	29%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						
English I	All Students	12%	4%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	-	-	-	-	-
	CWD	4%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	13%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	-	-	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	9%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	-	-	-	-	-
	Female	15%	9%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
English II	All Students	11%	4%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	*	0%	*	*	-	-	-
	CWD	5%	0%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	11%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	*	0%	*	*	-	-	-
	EL	1%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	8%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	*	0%	*	0%	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English II	Female	14%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Biology	All Students	21%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	-	0%	*	*	-	-	-
	CWD	7%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	23%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	-	0%	*	*	-	-	-
	EL	4%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	21%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	-	0%	-	-	-	-	-
	Female	22%	4%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	68%	**60%**	-	60%	-	-	-	-	-	63%	*	*	63%	*	55%	*	*	-	-	-
	CWD	38%	42%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	71%	72%	**63%**	-	63%	-	-	-	-	-	65%	*	-	63%	*	57%	*	*	-	-	-
	EL	47%	44%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	65%	70%	**55%**	-	55%	-	-	-	-	-	57%	*	*	57%	*	55%	-	-	-	-	-
	Female	69%	65%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Reading	All Students	68%	70%	**61%**	-	61%	-	-	-	-	-	65%	*	*	65%	*	56%	*	*	-	-	-
	CWD	35%	41%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	72%	75%	**65%**	-	65%	-	-	-	-	-	69%	*	-	65%	*	60%	*	*	-	-	-
	EL	46%	45%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	63%	69%	**56%**	-	56%	-	-	-	-	-	60%	*	*	60%	*	56%	-	-	-	-	-
	Female	72%	70%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Science	All Students	70%	68%	**57%**	-	57%	-	-	-	-	-	57%	-	-	57%	-	50%	*	*	-	-	-
	CWD	42%	47%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	74%	71%	**57%**	-	57%	-	-	-	-	-	57%	-	-	57%	-	50%	*	*	-	-	-
	EL	47%	33%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	71%	**50%**	-	50%	-	-	-	-	-	50%	-	-	50%	-	50%	-	-	-	-	-
	Female	71%	66%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	33%	**24%**	-	24%	-	-	-	-	-	25%	*	*	25%	*	23%	*	*	-	-	-
	CWD	21%	26%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	44%	34%	**25%**	-	25%	-	-	-	-	-	26%	*	-	25%	*	24%	*	*	-	-	-
	EL	20%	11%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	35%	**23%**	-	23%	-	-	-	-	-	24%	*	*	24%	*	23%	-	-	-	-	-
	Female	42%	31%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Reading	All Students	44%	39%	**28%**	-	28%	-	-	-	-	-	29%	*	*	29%	*	25%	*	*	-	-	-
	CWD	20%	25%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	47%	41%	**29%**	-	29%	-	-	-	-	-	31%	*	-	29%	*	27%	*	*	-	-	-
	EL	20%	12%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	40%	38%	**25%**	-	25%	-	-	-	-	-	27%	*	*	27%	*	25%	-	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	48%	40%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Science	All Students	43%	29%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	-	17%	*	*	-	-	-
	CWD	22%	37%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	46%	28%	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	-	17%	*	*	-	-	-
	EL	17%	11%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	44%	33%	**17%**	-	17%	-	-	-	-	-	17%	-	-	17%	-	17%	-	-	-	-	-
	Female	42%	23%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	10%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	*	*	-	-	-
	CWD	7%	10%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	19%	10%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	*	*	-	-	-
	EL	7%	3%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	17%	11%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	19%	9%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Reading	All Students	18%	12%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	*	*	-	-	-
	CWD	6%	9%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-	-
	CWOD	20%	12%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	*	0%	*	*	-	-	-
	EL	7%	2%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
	Male	16%	12%	**0%**	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	-
	Female	21%	11%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-
Science	All Students	19%	7%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	-	0%	*	*	-	-	-
	CWD	8%	11%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	20%	7%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	-	0%	*	*	-	-	-
	EL	4%	4%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	20%	8%	**0%**	-	0%	-	-	-	-	-	0%	-	-	0%	-	0%	-	-	-	-	-
	Female	18%	6%	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*	-	-	-

- Indicates there are no students in the group.

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

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 2020-21 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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

	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 2020													
All Students	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	*	-	-
CWD	*	-	*	-	-	-	-	-	*	*	-	-	-
CWOD	100.0%	-	100.0%	-	-	-	-	-	100.0%	-	*	-	-
EL ✧	*	-	*	-	-	-	-	-	*	-	*	-	-
Male	100.0%	-	100.0%	-	-	-	-	-	100.0%	*	*	-	-
Female	100.0%	-	100.0%	-	-	-	-	-	100.0%	-	*	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ 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 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	28	-	28	-	-	-	-	-	29	*	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	37%	-	37%	-	-	-	-	-	37%	*	*

- Indicates there are no students in the group.

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

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)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 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)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**78%**	-	78%	-	-	-	-	-	80%	*	*	77%	*	85%	50%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**77%**	-	77%	-	-	-	-	-	79%	*	-	77%	*	84%	50%	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	**85%**	-	85%	-	-	-	-	-	88%	*	*	84%	*	85%	-	*
	Female	**50%**	-	50%	-	-	-	-	-	50%	-	-	50%	-	-	50%	*
Reading	All Students	**90%**	-	90%	-	-	-	-	-	94%	*	*	89%	*	94%	*	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**89%**	-	89%	-	-	-	-	-	94%	*	-	89%	*	94%	*	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	**94%**	-	94%	-	-	-	-	-	100%	*	*	94%	*	94%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*
Mathematics	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Science	All Students	**88%**	-	88%	-	-	-	-	-	88%	-	-	88%	-	86%	*	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**88%**	-	88%	-	-	-	-	-	88%	-	-	88%	-	86%	*	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**86%**	-	86%	-	-	-	-	-	86%	-	-	86%	-	86%	-	*

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Non-Participation Rate																	
All Subjects	All Students	**22%**	-	22%	-	-	-	-	-	20%	*	*	23%	*	15%	50%	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**23%**	-	23%	-	-	-	-	-	21%	*	-	23%	*	16%	50%	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	**15%**	-	15%	-	-	-	-	-	12%	*	*	16%	*	15%	-	*
	Female	**50%**	-	50%	-	-	-	-	-	50%	-	-	50%	-	-	50%	*
Reading	All Students	**10%**	-	10%	-	-	-	-	-	6%	*	*	11%	*	6%	*	*
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	-	-
	CWOD	**11%**	-	11%	-	-	-	-	-	6%	*	-	11%	*	6%	*	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-
	Male	**6%**	-	6%	-	-	-	-	-	0%	*	*	6%	*	6%	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*
Mathematics	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-
Science	All Students	**12%**	-	12%	-	-	-	-	-	12%	-	-	12%	-	14%	*	*
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**12%**	-	12%	-	-	-	-	-	12%	-	-	12%	-	14%	*	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**14%**	-	14%	-	-	-	-	-	14%	-	-	14%	-	14%	-	*
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	*
SAT/ACT All Subjects	All Students	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	*	-	*	-	-	-	-	-	*	-	-	*	-	*	*	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
SAT/ACT All Subjects	Male	*	-	*	-	-	-	-	-	*	-	-	*	-	*	-	-
	Female	*	-	*	-	-	-	-	-	*	-	-	*	-	-	*	-

- Indicates there are no students in the group.

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 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	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	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	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With 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
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												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-	-

	Total
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	0
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	0
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

Part (viii)(II) This section provides information from the 2017-18 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 Disabilities
Preschool Programs										

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	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

- 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.

High Poverty School		
	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.1	1.4%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.8	11.6%

- Indicates there are no data available in the group.
Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

To be updated by June 30th, 2022.

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 2020-21 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	4,966	1%	*	1%	-	-
Mathematics	4,961	1%	*	1%	-	-
Grade 4						
Reading	5,046	1%	*	2%	-	-
Mathematics	5,040	1%	*	2%	-	-
Grade 5						
Reading	5,133	1%	*	1%	-	-
Mathematics	5,138	1%	*	1%	-	-
Science	5,130	1%	*	1%	-	-
Grade 6						
Reading	4,925	1%	*	2%	-	-
Mathematics	4,923	1%	*	2%	-	-
Grade 7						
Reading	4,586	1%	*	1%	-	-
Mathematics	4,581	1%	*	1%	-	-
Grade 8						
Reading	4,513	1%	6	4%	-	-
Mathematics	4,507	1%	6	4%	-	-
Science	4,492	1%	6	4%	-	-
End of Course						
English I	4,504	1%	*	1%	-	-
English II	4,092	1%	*	1%	-	-
Algebra I	4,514	1%	*	1%	-	-
Biology	4,424	1%	*	1%	-	-
All Grades						
All Subjects	85,481	1%	49	2%	-	-
Reading	37,771	1%	21	2%	-	-
Mathematics	33,664	1%	19	2%	-	-
Science	14,046	1%	9	2%	-	-

- Indicates there are no students in the group.

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

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										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	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
		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
Grade 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
		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

State Level: 2019 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	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

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
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%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (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	*	-	*	-	-	-	-	-	*	-	-
In-State Private Institutions	-	-	-	-	-	-	-	-	-	-	-
Out-of-State Institutions	-	-	-	-	-	-	-	-	-	-	-

\- Indicates there are no students in the group.

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

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school 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
Chronic Absenteeism Rate	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

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