

**Texas Education Agency**  
**2018-19 Federal Report Card for Texas Public Schools**  
**Campus Name: AUBREY MIDDLE**  
**Campus ID: 061907041**  
**District Name: AUBREY ISD**

**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**

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
<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%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	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%
	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%
<b>EL Progress</b>												
Baseline 2016-17 Rates												41%
2017-18 through 2021-22												36%
2022-23 through 2026-27												38%
2027-28 through 2031-32												40%
<b>Graduation Rate: 4-Year Longitudinal Rate<sup>AA</sup></b>												
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%
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>AA</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  
 TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

**(dd)** the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);  
 The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. 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.









		State	District	Campus	Afr Amer	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	
Mathematics	All	51%	59%	<b>59%</b>	34%	52%	64%	71%	*	-	60%	47%	64%	24%	63%	25%	62%	57%	-	*	*	83%	
	Students																						
	CWD	26%	28%	<b>24%</b>	9%	33%	23%	-	-	-	*	19%	27%	24%	-	*	31%	15%	-	-	-	*	*
	CWOD	54%	62%	<b>63%</b>	40%	54%	67%	71%	*	-	58%	51%	67%	-	63%	28%	65%	60%	-	*	*	80%	
	EL	37%	36%	<b>25%</b>	-	26%	-	-	-	*	-	21%	33%	*	28%	25%	31%	14%	-	-	-	-	-
	Female	50%	61%	<b>62%</b>	46%	51%	66%	60%	*	-	77%	58%	63%	31%	65%	31%	62%	-	-	*	*	*	*
Science	All	53%	68%	<b>66%</b>	41%	54%	72%	100%	*	-	56%	48%	73%	40%	69%	21%	71%	62%	-	*	*	83%	
	Students																						
	CWD	25%	40%	<b>40%</b>	17%	50%	40%	-	-	-	*	38%	41%	40%	-	*	45%	31%	-	-	-	*	*
	CWOD	56%	70%	<b>69%</b>	46%	55%	75%	100%	*	-	50%	49%	75%	-	69%	23%	74%	64%	-	*	*	80%	
	EL	26%	25%	<b>21%</b>	*	15%	-	-	-	-	-	20%	*	*	23%	21%	33%	0%	-	-	-	-	-
	Female	53%	64%	<b>62%</b>	31%	51%	67%	*	-	-	*	41%	68%	31%	64%	0%	-	62%	-	-	*	*	80%
<b>STAAR Percent at Masters Grade Level</b>																							
<b>All Grades</b>																							
All Subjects	All	23%	27%	<b>30%</b>	17%	21%	34%	53%	57%	-	25%	19%	34%	11%	32%	0%	31%	29%	-	*	14%	33%	
	Students																						
	CWD	8%	8%	<b>11%</b>	4%	3%	12%	-	-	-	*	11%	11%	11%	-	0%	17%	1%	-	-	-	*	*
	CWOD	25%	29%	<b>32%</b>	19%	23%	36%	53%	57%	-	21%	20%	36%	-	32%	0%	33%	31%	-	*	*	14%	40%
	EL	11%	7%	<b>0%</b>	*	0%	-	-	-	*	-	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	-
	Female	24%	26%	<b>29%</b>	18%	20%	33%	17%	*	-	12%	15%	34%	1%	31%	0%	-	29%	-	-	-	20%	40%
Reading	All	20%	25%	<b>30%</b>	19%	19%	35%	43%	*	-	20%	18%	35%	9%	32%	0%	29%	32%	-	*	*	50%	
	Students																						
	CWD	7%	6%	<b>9%</b>	0%	0%	12%	-	-	-	*	10%	9%	9%	-	*	15%	0%	-	-	-	*	*
	CWOD	22%	27%	<b>32%</b>	23%	21%	37%	43%	*	-	17%	18%	38%	-	32%	0%	30%	35%	-	*	*	60%	
	EL	8%	10%	<b>0%</b>	-	0%	-	-	-	*	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	26%	<b>32%</b>	21%	18%	37%	*	*	-	8%	15%	38%	0%	35%	0%	-	32%	-	-	-	*	60%
Mathematics	All	26%	27%	<b>27%</b>	10%	21%	30%	43%	*	-	24%	18%	30%	11%	28%	0%	28%	26%	-	*	*	33%	
	Students																						
	CWD	11%	10%	<b>11%</b>	0%	8%	12%	-	-	-	*	10%	11%	11%	-	*	15%	4%	-	-	-	*	*
	CWOD	28%	29%	<b>28%</b>	13%	22%	32%	43%	*	-	21%	18%	32%	-	28%	0%	29%	28%	-	*	*	40%	
	EL	16%	7%	<b>0%</b>	-	0%	-	-	-	*	-	0%	0%	*	0%	0%	0%	0%	-	-	-	-	-
	Female	25%	29%	<b>28%</b>	7%	20%	31%	60%	*	-	38%	20%	31%	15%	29%	0%	28%	-	-	*	*	*	*
Science	All	24%	33%	<b>36%</b>	24%	27%	39%	80%	*	-	44%	25%	40%	14%	38%	0%	43%	30%	-	*	*	17%	
	Students																						
	CWD	8%	12%	<b>14%</b>	17%	0%	15%	-	-	-	*	15%	14%	14%	-	*	23%	0%	-	-	-	*	*
	CWOD	26%	35%	<b>38%</b>	25%	30%	41%	80%	*	-	38%	26%	42%	-	38%	0%	46%	32%	-	*	*	20%	
	EL	7%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-	-
	Female	23%	27%	<b>30%</b>	23%	21%	33%	*	-	-	*	16%	34%	0%	32%	0%	-	30%	-	-	-	*	20%
** Indicates results are masked due to small numbers to protect student confidentiality.																							
* Indicates zero observations reported for this group.																							

**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	66	67	60	68	100	*	-	48	58	52	50
CWD	52	35	50	56	-	-	-	-	50	52	*
CWOD	67	75	60	69	100	*	-	48	58	-	56
EL	50	-	50	-	-	-	-	-	50	*	50
Male	63	69	56	64	100	*	-	65	55	49	36
Female	69	66	64	71	*	*	-	32	61	56	71
<b>Mathematics</b>											
All Students	70	64	66	72	83	*	-	57	66	60	72
CWD	60	67	54	61	-	-	-	-	53	60	*
CWOD	71	63	67	73	83	*	-	57	67	-	75
EL	72	-	72	-	-	-	-	-	75	*	72
Male	70	74	61	72	80	*	-	80	65	64	68
Female	70	55	71	72	*	*	-	36	66	56	79

**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 +
Interim Goals (2023-2027) Target Met											38%
Interim Goals (2028-2032) Target Met											40%
Long-Term Goals Target Met											40%
<b>Federal Graduation Status^</b>											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
+ STAAAR 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.											
^ 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).											

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)

		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%	99%	99%	100%	100%	100%	-	100%	100%	100%	99%	100%	100%	100%	-	
	CWD	99%	96%	100%	100%	-	-	-	*	100%	99%	99%	-	100%	99%	100%	-
	CWOD	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	-	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	99%	100%	100%	100%	100%	-	100%	100%	99%	99%	100%	100%	100%	-	-
	Female	100%	100%	99%	100%	100%	*	-	100%	99%	100%	100%	100%	100%	-	100%	-
	Reading	All Students	100%	100%	99%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	99%	-
CWD		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
CWOD		100%	100%	99%	100%	100%	*	-	100%	99%	100%	-	100%	100%	100%	99%	-
EL		100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
Male		100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-	-
Female		99%	100%	98%	100%	*	*	-	100%	99%	100%	100%	99%	100%	-	99%	-
Mathematics		All Students	100%	98%	99%	100%	100%	*	-	100%	100%	100%	99%	100%	100%	99%	100%
	CWD	99%	91%	100%	100%	-	-	-	*	100%	98%	99%	-	*	98%	100%	-
	CWOD	100%	100%	99%	100%	100%	*	-	100%	99%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	*	-	-	100%	100%	*	100%	100%	100%	100%	-
	Male	99%	97%	100%	100%	100%	*	-	100%	100%	99%	98%	100%	100%	99%	-	-
	Female	100%	100%	98%	100%	*	*	-	100%	99%	100%	100%	100%	100%	-	100%	-
	Science	All Students	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	99%	100%
CWD		100%	100%	100%	100%	-	-	-	*	100%	100%	100%	-	*	100%	100%	-
CWOD		100%	100%	100%	100%	100%	*	-	100%	100%	100%	-	100%	100%	99%	100%	-
EL		100%	*	100%	-	-	-	-	-	100%	*	*	100%	100%	100%	100%	-
Male		99%	100%	100%	99%	*	*	-	100%	100%	99%	100%	99%	100%	99%	-	-
Female		100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-	100%	-
<b>Non-Participation Rate</b>																	
All Subjects	All Students	0%	1%	1%	0%	0%	0%	-	0%	0%	0%	1%	0%	0%	0%	0%	-
	CWD	1%	4%	0%	0%	-	-	-	*	0%	1%	1%	-	0%	1%	0%	-
	CWOD	0%	0%	1%	0%	0%	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	1%	0%	0%	0%	0%	-	0%	0%	1%	1%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	0%	*	-	0%	1%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	1%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	1%	-	
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-
	CWOD	0%	0%	1%	0%	0%	*	-	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	2%	0%	*	*	-	0%	1%	0%	0%	1%	0%	-	1%	-
Mathematics	All Students	0%	2%	1%	0%	0%	*	-	0%	0%	0%	1%	0%	0%	1%	0%	-



		African		American		Pacific		Two or	Non			Male	Female	Migrant				
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant
	CWD	1%	9%	0%	0%	-	-	-	*	0%	2%	1%	-	*	2%	0%	-	
	CWOD	0%	0%	1%	0%	0%	*	-	0%	1%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	-	-	*	-	-	0%	0%	*	0%	0%	0%	0%	-	
	Male	1%	3%	0%	0%	0%	*	-	0%	0%	1%	2%	0%	0%	1%	-	-	
	Female	0%	0%	2%	0%	*	*	-	0%	1%	0%	0%	0%	0%	-	0%	-	
Science	All	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	1%	0%	-	
	Students																	
	CWD	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	-	*	0%	0%	-	
	CWOD	0%	0%	0%	0%	0%	*	-	0%	0%	0%	-	0%	0%	1%	0%	-	
	EL	0%	*	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	
	Male	1%	0%	0%	1%	*	*	-	0%	0%	1%	0%	1%	0%	1%	-	-	
	Female	0%	0%	0%	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.

**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)

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two	EL	Students	Students	Students
		students	American			Alaska		Islander	or		with	with	with
						Native			More		Disabilities	Disabilities	Disabilities
									Races		with	(Section	504)
<b>Students Without Disabilities</b>													
In-School Suspensions													
	Male	8	2	2	2	0	0	2	0	0			
	Female	4	2	2	0	0	0	0	0	0			
	Total	12	4	4	2	0	0	2	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													
	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			
<b>Students With Disabilities</b>													
In-School Suspensions													
	Male	2	0	0	2	0	0	0	0	0			5
	Female	0	0	0	0	0	0	0	0	0			0
	Total	2	0	0	2	0	0	0	0	0			5
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 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)
Referrals to Law Enforcement	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism	Total	85	7	10	64	0	0	0	4	0	0	0
	Male	44	2	5	35	0	0	0	2	0	0	0
	Female	41	5	5	29	0	0	0	2	0	0	0

	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 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.

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

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 \*- Indicates there are no students in the group.  
 Blank cell indicates the student group is not applicable to this report.

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.

**Low Poverty**

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	7.3	14.0%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-

	All School Number	Percent
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.9	5.9%

- Indicates there are no data available in the group.  
 Blank cell Indicates data are not applicable to this report.

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.

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 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	5,881	1%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	*	2%	-	-
Mathematics	6,311	2%	*	2%	-	-
Grade 5						
Reading	6,133	1%	*	1%	*	1%
Mathematics	6,131	1%	*	1%	*	1%
Science	6,133	1%	*	1%	*	1%
Grade 6						
Reading	6,038	1%	*	1%	*	1%
Mathematics	6,036	1%	-	-	-	-
Grade 7						
Reading	5,616	1%	*	0%	*	0%
Mathematics	5,616	2%	*	1%	*	1%
Grade 8						
Reading	5,251	1%	-	-	-	-
Mathematics	5,254	2%	-	-	-	-
Science	5,250	1%	-	-	-	-
End of Course						
English I	5,150	1%	*	0%	-	-
English II	4,680	1%	*	0%	-	-
Algebra I	5,122	1%	*	1%	-	-
Biology	4,954	1%	*	1%	-	-
All Grades						
All Subjects	101,751	1%	26	1%	12	1%
Reading	45,064	1%	12	1%	5	1%
Mathematics	40,350	1%	10	1%	*	1%
Science	16,337	1%	*	1%	*	1%

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

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 US		
			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
		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.

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.