Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools

Campus Name: NIMITZ NINTH GRADE SCHOOL

Campus ID: 101902085 District Name: ALDINE ISD

Part (i): General Description of the Texas State Accountability System Under Subsection (c)

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 assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for 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);

									Two			EL
									or	_		(Current
		All	African	Illamamia	White	American Indian	A =1==	Pacific Islander	More	Econ	Special	and
Academia Derformance (At Maeta Booding/ELA	Baseline 2016-17	Students 44%	American 32%	37%	60%	43%	Asian 74%	45%	56%	33%	Educ 19%	Former) 29%
Academic Performance (At Meets Reading/ELA Grade Level or Above)	Rates	44%	32%	31%	60%	43%	74%	45%	50%	33%	19%	29%
Grade Level of Above)	2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2021-22	44 /0	32 /0	31 /0	00 /0	4570	7 - 70	4570	30 70	3370	1370	2970
	2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2026-27	02 /u	⊣∠ /0	4070	0070	3170	1070	5570	02 /0	4070	3170	3370
	2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2031-32	0270	0.70	0070		0270	0270	0070	. 0 / 0	0070	1070	0270
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	Rates											
	2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2021-22											
	2022-23 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2026-27											
	2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2031-32											
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress	Baseline 2016-17											41%
	Rates											42%
	2017-18 through 2021-22											42%
	2021-22 2022-23 through											44%
	2026-27											44 /0
	2027-28 through											46%
	2031-32											4070
Graduation Rate:4-Year Longitudinal	Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Rate	Rates			*****								
	2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2021-22											
	2022-23 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2026-27											
	2027-28 through	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	2031-32											

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 or above Meets Grade Level)

- 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%
High Schools and K-12	Academic Achievement	50%
-	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;

À 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 (90-00), 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;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(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. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data

Part (i)(V) 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);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) 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 will be considered as having successfully exited comprehensive support and improvement status.

To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): 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, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two										
					African			Americar	1	Pacific	or More	Econ	Non Econ							Foster	
		State	District	Campus	American	Hispani	cWhite	Indian	Asianl	slande	rRaces	Disadv	Disad	CWD	CWO	D EL Male	Female	Migran	tHomeles	s Care	Military
STAAR Percer End of Cours		ache	s Grade	Level o	Above																
English I	All Students	64%	50%	55%	52%	58%	58%	-	86%	*	64%	53%	72%	10%	60%	20% 48%	65%	-	39%	*	*
	CWD	25%	20%	10%	*	*	*	-	*	-	-	8%	*	10%	_	* 10%	*	-	*	-	-
	CWOD	68%	53%	60%	56%	63%	61%	-	100%	*	64%	58%	76%	-	60%	23% 54%	67%	-	46%	*	*
	EL	30%	19%	20%	*	17%	*	-	*	-	-	20%	*	*	23%	20% 16%	28%	-	*	-	-
	Male	57%		48%	41%	53%	47%	-	*	*	*	46%	61%	10%	54%		-	-	*	*	*
	Female	71%	58%	65%	63%	64%	86%	-	*	*	*	61%	85%	*	67%	28% -	65%	-	*	-	-
English II	All Students	66%	55%	*	*	*	-	-	-	-	-	*	*	-	*		*	-	*	-	-
	CWD	25%	21%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	CWOD		58%	*	*	*	-	-	-	-	-	*	*	-	*		*	-	*	-	-
	EL	27%	21%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	61%	50%	*	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Female	72%	61%	*	*	*	-	-	-	-	-	*	*	-	*		*	-	*	-	-
Algebra I	All Students	82%	76%	72%	68%	73%	86%	-	*	100%	67%	70%	80%	23%	78%	50% 66%	79%	-	38%	*	*
	CWD	47%		23%	20%	27%	*	-	*	-	-	25%	*	23%	-	36% 22%	24%	-	*	-	-
	CWOD			78%	76%	79%	90%	-	*	100%	67%	77%	87%	-	78%	53% 74%	83%	-	50%	*	*
	EL	67%		50%	*	49%	*	-	*	*	-	52%	*	36%		50% 48%	54%	-	*	- *	-
	Male	78%		66%	61%	69%	81%	-	*	*		65%	72%	22%		48% 66%	-	-	*	*	*
	Female	87%	83%	79%	76%	80%	86%	-				77%	88%	24%	83%	54% -	79%	-		-	-
Biology	All Students	86%	80%	83%	82%	83%	78%	-	100%	100%	82%	82%	87%	46%	87%	56% 79%	87%	-	71%	*	*
	CWD	56%		46%	44%	47%	*	-	*	*	-	45%	*	46%	-	43% 44%	52%	-	*	-	-
	CWOD		83%	87%	88%	87%	82%	-	*	100%	82%	87%	89%	-	87%		90%	-	92%	*	*
	EL	64%	57%	56%	*	55%	*	-	*	-	-	55%	64%	43%	59%		67%	-	*	-	-
	Male Female	83%		79% 87%	78% 87%	80% 87%	76% 71%	-	*	*	71% *	79% 86%	81% 94%	44% 52%	85%	49% 79% 67% -	- 87%	-	55% 100%	•	•
	remaie	00 70	03 /0	01 /0	07 70	07 70	1 1 70	-				00 /0	34 /0	JZ /0	90 70	07 /0 -	01 /6	-	100 76	-	-
STAAR Percer		Grad	le Level	or Abov	е																
End of Cours English I		43%	26%	29%	26%	30%	38%		43%	*	64%	28%	37%	4%	32%	3% 23%	37%		11%	*	*
English	All Students		2070	29 70	2070	30%	30%	-	43%		04 70	2070	31 70	470	3270	370 2370	3170	-	1170		
	CWD	14%	12%	4%	*	*	*	_	*	_	_	5%	*	4%	_	* 4%	*	_	*	_	_
	CWOD			32%	28%	33%	39%	-	60%	*	64%	30%	40%	-	32%	3% 26%	38%	-	15%	*	*
	EL	10%	4%	3%	*	3%	*	-	*	-	-	3%	*	*	3%	3% 4%	0%	-	*	-	-
	Male	37%	21%	23%	17%	26%	24%	-	*	*	*	23%	20%	4%	26%	4% 23%	-	-	*	*	*
	Female	51%	33%	37%	36%	35%	71%	-	*	*	*	34%	57%	*	38%	0% -	37%	-	*	-	-
English II	All Students	47%	31%	*	*	*	-	-	-	-	-	*	*	-	*		*	-	*	-	-
	CWD	14%	12%	_	_	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_
	CWOD			*	*	*	-	-	-	-	-	*	*	-	*		*	-	*	-	-
	EL	9%	5%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Male	41%	26%	-	-	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
	Female	54%	37%	*	*	*	-	-	-	-	-	*	*	-	*		*	-	*	-	-
Algebra I	All Students	53%	39%	31%	25%	36%	41%	-	*	67%	33%	30%	42%	1%	36%	10% 27%	37%	-	19%	*	*
	CWD		13%	1%	0%	3%	*	-	*	-	-	1%	*	1%	-	0% 2%	0%	-	*	-	-
	CWOD	58%	41%	36%	29%	41%	43%	-	*	67%	33%	34%	46%	-		12% 32%	40%	-	25%	*	*
	EL	29%		10%	*	9%	*	-	*	-	-	10%	*	0%		10% 2%	21%	-	*	-	-
	Male Female	49% 58%		27% 37%	20% 29%	33% 41%	31% 57%	-	*	*	*	27% 33%	28% 58%	2% 0%		2% 27% 21% -	- 37%	-	*	*	*
D:=1- ····									4000/	400/	FF0/								000/	٠	*
Biology	All Students		43%	43%	34%	49%	48%	-	100%	43%	55%	41%	53%	8%		14% 41%		-	29%	•	•
	CWDD			8% 47%	7% 38%	6% 54%		-	*		- 5E0/	8% 45%	* 56%	8%	- 470/-	0% 8%	5%	-		*	*
	CWOD EL	20%		47% 14%	38%	54% 11%	50% *	-	*	50%	55%	45% 12%	56% 27%	- 0%		17% 47% 14% 11%	47% 20%	-	38%	_	
	Male		41%	41%	32%	48%	41%	-	*	*	43%	41%	47%	8%		11% 41%	-	-	18%	*	*
	Female			44%	36%	50%	57%	_	*	*	*	42%	58%	5%		20% -	44%	_	50%	_	_
		, , ,	. 3 . 0	/ -			,0					, 0		- / -	, 5				-0.0		

STAAR Percent at Masters Grade Level

End of Course

FΙ

Mathematics All

Male

Students

CWD

Female 50%

21%

41%

48%

26%

CWOD 51% 40%

13%

27%

35%

39%

3%

23%

37%

31%

1%

36%

17%

35%

25%

0%

29%

3%

26%

36%

36%

3%

41%

24%

71%

41%

43%

2017-18 Federal Report Card Two or Non Pacific More Econ Econ African American Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military English I ΑII 14% 9% 2% 4% 0% 3% 0% 2% 3% Students CWD 3% 2% 0% 0% 0% 0% 0% **CWOD** 7% 2% 3% 2% 3% 4% 20% 2% 4% 3% 3% 3% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% EL Male 5% 1% 2% 2% 2% 6% 2% 4% 0% 3% 0% 2% 9% 3% 3% 2% 3% 0% 3% 4% 3% 0% 3% Female English II ΑII 8% 2% Students CWD 4% 3% CWOD 8% 2% EL 0% 0% Male 5% 1% Female 10% 3% 8% 18% 50% 0% 0% 14% 1% 10% ΑII 31% 18% 12% 15% 11% 21% 15% 6% Algebra I Students CWD 0% 0% 0% 0% 0% 50% 12% 19% 23% 14% 2% 12% **CWOD 34%** 19% 14% 9% 17% 0% 16% 8% 0% 12% 4% 1% 1% 2% 2% 1% 0% 4% 4% 13% 13% Male 28% 15% 10% 15% 10% 0% 12% 0% 10% 15% Female 34% 21% 15% 29% 30% 0% 16% 4% Biology ΑII 23% 11% 9% 5% 11% 26% 40% 14% 18% 8% 17% 1% 10% 1% 10% 8% 12% Students **CWD** 5% 3% 1% 2% 0% 1% 1% 0% 2% 0% **CWOD 25%** 11% 10% 5% 12% 27% 17% 18% 9% 18% 10% 2% 11% 9% 15% EL 3% 1% 1% 1% 2% 0% 0% 2% 1% 0% 3% Male 22% 10% 10% 5% 12% 18% 29% 10% 11% 2% 11% 0% 10% 9% 0% 8% Female 23% 11% 8% 4% 10% 43% 5% 23% 9% 3% 17% STAAR Percent at Approaches Grade Level or Above All Grades 67% 71% 74% 87% 89% 71% 68% 80% 27% 75% 42% 64% 51% All Subjects 77% 69% 70% Students CWD 45% 36% 27% 26% 28% 27% 29% 29% 26% 32% **CWOD 80%** 72% 75% 73% 76% 77% 100% 88% 71% 74% 84% 75% 45% 71% 80% 66% 60% 54% 42% 83% 40% 42% 41% 29% 45% 42% 38% 49% Male 74% 65% 64% 60% 67% 68% 82% 88% 55% 63% 71% 26% 71% 38% 64% 36% Female 79% 100% 88% 49% 77% 78% 73% 75% 77% 85% 90% 75% 32% 80% Reading ΑII 73% 63% 55% 52% 58% 58% 86% 64% 53% 71% 10% 60% 20% 48% 65% 42% Students **CWD** 39% 29% 10% 8% 10% 10% **CWOD 77%** 66% 60% 56% 63% 61% 100% 64% 58% 76% 60% 23% 54% 67% 50% 23% 20% 16% FΙ 52% 44% 20% 17% 20% 28% Male 69% 58% 48% 41% 53% 47% 46% 61% 10% 54% 16% 48% Female 77% 68% 65% 63% 64% 86% 62% 83% 67% 28% 65% 71% Mathematics All 80% 76% 72% 68% 73% 86% 100% 67% 70% 80% 23% 78% 50% 66% 79% 38% Students 23% 20% 24% CWD 52% 42% 27% 25% 23% 36% 22% CWOD 83% 79% 78% 76% 79% 90% 100% 67% 77% 87% 78% 53% 74% 83% 50% 36% 70% 69% 50% 49% 52% 53% 50% 48% 54% Male 78% 73% 66% 61% 69% 81% 65% 72% 22% 74% 48% 66% Female 82% 76% 80% 86% 77% 88% 54% 79% Science ΑII 79% 69% 83% 82% 83% 78% 100% 100% 82% 82% 87% 46% 87% 56% 79% 87% 71% Students CWD 48% 30% 46% 44% 47% 45% 46% 43% 44% 52% **CWOD 82%** 72% 87% 88% 87% 82% 100% 82% 87% 89% 87% 59% 85% 90% 92% FΙ 58% 48% 56% 55% 55% 64% 43% 59% 56% 49% 67% Male 78% 68% 79% 78% 80% 76% 71% 79% 81% 44% 85% 49% 79% 55% 87% Female 80% 71% 87% 87% 87% 71% 86% 94% 52% 90% 67% 100% STAAR Percent at Meets Grade Level or Above All Grades 28% 39% 42% 60% 44% 52% 33% 44% 4% 38% 9% 30% 39% 22% All Subjects ΑII 47% 34% 34% Students 4% 0% 0% CWD 23% 20% 4% 4% 5% 4% 5% 4% CWOD 50% 35% 38% 32% 42% 44% 73% 47% 52% 37% 47% 38% 11% 35% 42% 29% 8% 14% 0% 11% 26% 19% 9% 50% 8% 9% 6% 14% 32% Male 45% 30% 23% 36% 32% 55% 38% 35% 30% 31% 5% 35% 6% 30% 9% Female 50% 37% 39% 34% 42% 65% 50% 82% 36% 57% 4% 42% 39% 44% 14% Reading ΑII 46% 31% 29% 26% 30% 38% 43% 64% 28% 37% 4% 32% 3% 23% 37% 16% Students CWD 22% 18% 4% 5% 4% 4% 39% **CWOD 48%** 32% 32% 28% 33% 60% 64% 30% 40% 32% 3% 26% 38% 21%

3%

23%

34%

30%

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20% 4%

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42% 1%

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26%

38% 0%

36%

1%

3% 4%

4% 23%

10% 27%

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36% 12% 32%

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40%

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19%

25%

											Two											
								_			or	_	Non									
		C4-4-	District	^	African	llamamia		Americar		Pacific				CWD	CWOF			Fl-	Minner		Foster	#:1:4am.
	EL	33%	29%	tampus 10%	American I	9%	* *	indian	Asiani *	siander	Races	10%	DISAGV *	0%	12%			21%	wigrant	nomeiess *	Care	willtary
	Male	47%	37%	27%	20%	33%	31%		*	*	*	27%	28%	2%	32%	2%		2170		*	*	*
	Female		41%	37%	29%	41%	57%	_	*	*	*	33%	58%	0%	40%			37%	_	*	_	_
	Tomalo	10 70	1170	0.70	2070	1170	01 70					0070	0070	0 70	1070	2170		01 70				
Science	All	49%	34%	43%	34%	49%	48%	-	100%	43%	55%	41%	53%	8%	47%	14%	41%	44%	-	29%	*	*
	Students																					
	CWD	23%	19%	8%	7%	6%	*	-	*	*	-	8%	*	8%	-	0%	8%	5%	-	*	-	-
	CWOD		35%	47%	38%	54%	50%	-	*	50%	55%	45%	56%	-		17%		47%	-	38%	*	*
	EL	21%	12%	14%	*	11%	*	-	*	-	-	12%	27%	0%	17%	14%	11%	20%	-	*	-	-
	Male	50%	34%	41%	32%	48%	41%	-	*	*	43%	41%	47%	8%	47%	11%	41%	-	-	18%	*	*
	Female	49%	34%	44%	36%	50%	57%	-	*	*	*	42%	58%	5%	47%	20%	-	44%	-	50%	-	-
STAAR Percent	-4 M4-	0	مرا ما ما	-1																		
All Grades	at Maste	is Gia	iue Levi	ei.																		
All Subjects	All	21%	11%	8%	5%	9%	16%	_	20%	22%	10%	7%	14%	0%	9%	1%	7%	8%	_	6%	*	*
	Students																					
	CWD	8%	5%	0%	1%	0%	*	_	*	*	-	0%	0%	0%	_	0%	1%	0%	_	*	_	_
	CWOD		12%	9%	6%	10%	17%	-	27%	24%	10%	8%	15%	-	9%	1%	9%	9%	-	8%	*	*
	EL	9%	6%	1%	0%	1%	*	-	*	-	-	1%	0%	0%	1%	1%	0%	2%	-	*	-	-
	Male	20%	10%	7%	4%	9%	12%	-	18%	25%	10%	7%	9%	1%	9%	0%		-	-	3%	*	*
	Female	22%	12%	8%	6%	9%	25%	-	*	20%	9%	6%	19%	0%	9%	2%	-	8%	-	11%	-	-
Reading	All	19%	9%	2%	2%	3%	4%	-	14%	*	9%	2%	4%	0%	3%	0%	2%	3%	-	0%	*	*
	Students																					
	CWD	7%	4%	0%	*	*	*	-	*	-	-	0%	*	0%	-	*	0%	*	-	*	-	-
	CWOD		10%	3%	2%	3%	4%	-	20%	*	9%	2%	4%	-	3%	0%	3%	3%	-	0%	*	*
	EL	7%	4%	0%	*	0%	*	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	*	-	-
	Male	16%	8%	2%	2%	2%	6%	-	*	*	*	2%	4%	0%	3%	0%	2%	-	-	*	*	*
	Female	22%	11%	3%	2%	3%	0%	-	*	*	*	2%	4%	*	3%	0%	-	3%	-	0%	-	-
Mathematics	All	23%	15%	12%	8%	15%	18%	_	*	50%	0%	11%	21%	0%	14%	10/	10%	15%	_	6%	*	*
	Students	2370	1370	1270	0 70	1370	1070	-		30%	070	1170	2170	U 70	14 70	1 70	1070	1370	-	070		
	CWD	10%	6%	0%	0%	0%	*		*	_		0%	*	0%	_	0%	O0/-	0%	_	*		
	CWD		15%	14%	9%	17%	19%	-	*	50%	0%	12%	23%	-	14%		12%	16%	-	8%	*	*
	EL	13%	9%	1%	970 *	1%	1970	-	*	30 /6	0 70	2%	23/0	0%	2%	1%		4%		O /0 *		
	⊏∟ Male	23%	14%	10%	4%	15%	13%	-	*	*	*	10%	13%	0%	12%		10%	470	-	*	*	*
	Female		15%	15%	12%	15%	29%		*	*	*	12%	30%	0%	16%	4%	10 /0	15%	-	*		
	remale	24 /0	13 /0	13 /0	12 /0	1370	2970	-				12 /0	30 /0	0 70	10 /0	4 /0	-	1370	-		-	-
Science	All	22%	10%	9%	5%	11%	26%	-	40%	14%	18%	8%	17%	1%	10%	1%	10%	8%	-	12%	*	*
	Students																					
	CWD	7%	4%	1%	2%	0%	*	-	*	*	-	1%	*	1%	-	0%	2%	0%	-	*	-	-
	CWOD	24%	10%	10%	5%	12%	27%	-	*	17%	18%	9%	18%	-	10%	2%	11%	9%	-	15%	*	*
	EL	5%	1%	1%	*	1%	*	-	*	-	-	2%	0%	0%	2%	1%		3%	-	*	-	-
	Male	23%	10%	10%	5%	12%	18%	-	*	*	29%	10%	11%	2%	11%	0%	10%	-	-	9%	*	*
	Female	21%	9%	8%	4%	10%	43%	-	*	*	*	5%	23%	0%	9%	3%	-	8%	-	17%	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score		7				, 101411			2.000		
Reading											
All Students	*	-	*	-	-	-	-	-	*	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	*	-	*	-	-	-	-	-	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	*	-	*	-	-	-	-	-	*	-	-
Mathematics											
All Students	49	45	53	50	-	*	*	*	48	10	28
CWD	10	*	*	*	-	*	-	-	11	10	*
CWOD	54	51	57	53	-	*	*	*	53	-	30
EL	28	*	27	*	-	*	-	-	30	*	28
Male	44	39	49	39	-	*	*	*	44	10	24
Female	56	52	58	*	_	*	*	*	53	*	34

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL	Homeless	Foster Care
Federal Graduation Rates 4-year Longitudinal Cohort Gra			•	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-

	All	African			American		Pacific	Two or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL	Homeless	Care
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	_	_	_	_	_	_	_	_	_	-	_	_	_

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

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

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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.

Student Success (Student Ach			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	37	33	40	44	-	*	*	*	36	*	*
School Quality (College, Caree	r, and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	_	_	_	_	-	-	-	-	_	_	-

^{*} 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.

_		-									
	All	African American	Uionenio	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Students	American	ніѕрапіс	wnite	indian	Asian	isiander	Races	Disauv	CVVD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	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
English Learner Language Pro	ficiency Statu	ıs									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met `											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met `											

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;-' Indicates there are no students in the group.

^{&#}x27;n/a' Indicates the student group is not applicable to this report.

ΑII African American Pacific Two or More Econ Students American Hispanic White Indian Asian Disadv CWD EL+ Islander Races Long-Term Goals 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% 94% Target Met

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

		Campus	African American	ı Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	te																3 · ·
All Subjects	All Students	100%	100%	100%	97%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	CWD	100%	100%	100%	*	-	*	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	97%	-	100%	100%	100%	99%	100%	-	100%	100%	100%	99%	-
	EL	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	99%	100%	100%	90%	-	•	100%	100%	99%	100%	100%	99%	100%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	*	100%	*	-	*	*	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	4000/	-
	Female	100%	100%	99%	100%	-				100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	99%	99%	100%	96%	-	*	100%	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	*	-	*	-	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	100%	95%	-	*	100%	100%	99%	100%	-	99%	100%	99%	99%	-
	EL	100%		100%	4000/	-		*	4000/	100%	100%	100%	100%	100%	100%	100%	-
	Male Female	99% 99%	99% 99%	99% 100%	100% 86%	-	*	*	100%	99% 99%	100%	100% 100%	99% 99%	100% 100%	99%	- 99%	-
						-					100%						-
Science	All Students	99%	99%	100%	96%	-	100%	100%	100%	99%	100%	100%	99%	100%	99%	99%	-
	CWD	100%	100%	100%	*	-	*	*	-	100%	100%	100%	-	100%	100%	100%	-
	CWOD	99%	99%	100%	96% *	-	*	100%	100%	99%	100%	4000/	99%	100%	99%	99%	-
	EL	100%		100%		-	ĵ.	*	4000/	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	99% 99%	99%	100%	-	*	*	100%	99%	100%	100%	99%	100%	99%	-	-
Non-Participatio	Female n Rate	99%	99%	100%	86%	-				99%	100%	100%	99%	100%	-	99%	-
All Subjects	All Students	0%	0%	0%	3%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	-
	CWD	0%	0%	0%	*	-	*	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	3%	-	0%	0%	0%	1%	0%	-	0%	0%	0%	1%	-
	EL	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	1%	0%	0%	10%	-	*	0%	0%	1%	0%	0%	1%	0%	-	1%	-
Reading	All Students	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	1%	0%	-	*	*	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	1%	1%	0%	4%	-	*	0%	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	*	-	*	-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	0%	5%	-	*	0%	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	1%	1%	0%	-	*	*	0%	1%	0%	0%	1%	0%	1%	-	-
	Female	1%	1%	0%	14%	-	*	*	*	1%	0%	0%	1%	0%	-	1%	-
Science	All Students	1%	1%	0%	4%	-	0%	0%	0%	1%	0%	0%	1%	0%	1%	1%	-
	CWD	0%	0%	0%	*	-	*	*	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	1%	1%	0%	4% *	-	*	0%	0%	1%	0%	-	1%	0%	1%	1%	-
	EL	0%	*	0%		-	*	*	- 00/	0%	0%	0%	0%	0%	0%	0%	-
	Male Female	1% 1%	1% 1%	1% 0%	0% 14%	-	*	*	0% *	1% 1%	0%	0%	1% 1%	0%	1%	10/	-
	гетнате	1%	1%	0%	14%	-			-	1%	0%	0%	1%	0%	-	1%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

^{&#}x27;+' 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.

^{&#}x27;-' Indicates zero observations reported for this group.

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

		Total	African	Ulononio	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	with	Students with Disabilities (Section 504)
Students Without Disabilities		Students	American	пізрапіс	White	Native	ASIAII	isiailuei	Naces	EL.	Disabilities	304)
In-School Suspensions												
	Male	136	77	53	*	*	*	*	*	11		
	Female	136	74	53	5	*	*	*	*	5		
	Total	272	151	106	7	*	*	*	*	16		
Out-of-School Suspensions												
•	Male	58	31	25	*	*	*	*	*	7		
	Female	57	37	16	*	*	*	*	*	*		
	Total	115	68	41	*	*	*	*	*	9		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
resortate to Eaw Emercement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities	Total											
In-School Suspensions												
in concor caoponoiono	Male	33	23	8	*	*	*	*	*	*		17
	Female	10	8	*	*	*	*	*	*	*		5
	Total	43	31	10	*	*	*	*	*	*		22
Out-of-School Suspensions	Total	10	01	10								
cut of control cuspendions	Male	34	25	7	*	*	*	*	*	*		7
	Female	*	*	*	*	*	*	*	*	*		*
	Total	38	29	7	*	*	*	*	*	*		11
Expulsions	Total	00	20	•								
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Will Educational Colvidor	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
William Educational Colvidor	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Tolerance i officies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	iotai											
Ochool-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iolai											
Notetials to Law Elliottellell	Male	*	*	*	*	*	*	*	*	*		*
		*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
All Students	IUlai											
Chronic Absenteeism												
OHIOHIC ADSCRIECTSHI	Male	67	29	29	5	*	*	*	*	5	14	5
	Female	64	29 26	29 32	5 *	*	*	*	*	5 *	5	5 *
		131	26 55	3∠ 61	7	*	*	*	*	7	5 19	7
	Total	131	ວວ	υı	1					1	19	1

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

Part (viii)(II) This section provides information submitted by school districts to the Office for Civil Rights on the number and percentage of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

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

- Indicates results are masked due to small numbers to protect student confidentiality.
- When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). ...
- Indicates there are no students in the group.

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 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

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 9.9	Percent 19.2%
Teachers Teaching with Emergency or Provisional Credentials	4.0	8.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	9.4	19.7%

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

Source: TEA Division of Research and Analysis

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.

The Public Education Information Management System (PEIMS) encompasses all data requested and received by Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information. The submission of PEIMS data is required of all local education agencies (LEAs).

The TEA will utilize PEIMS submissions to develop and report the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

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.

	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	6,019	1%	66	1%	-	-
Mathematics	6,020	1%	66	1%	-	-
Grade 4 Reading	6,061	1%	70	1%	-	-
Mathematics	6,056	1%	70	1%	-	-
Grade 5 Reading	6,162	2%	68	1%	-	-
Mathematics	6,160	1%	68	1%	-	-
Science	6,164	1%	68	1%	-	-
Grade 6 Reading	5,678	1%	63	1%	-	-
Mathematics	5,677	1%	63	1%	-	-

	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 7 Reading	5,298	1%	59	1%	-	-
Mathematics	5,294	1%	59	1%	-	-
Grade 8 Reading	5,088	1%	62	1%	-	
Mathematics	5,087	2%	62	1%	-	-
Science	5,087	1%	62	1%	-	-
End of Course English I	4,868	1%	66	1%	-	-
English II	4,556	1%	58	1%	-	-
Algebra I	4,884	1%	63	1%	-	-
Biology	4,861	1%	66	1%	-	-
All Grades All Subjects	99,020	1%	1,159	1%	-	-
Reading	43,730	1%	512	1%	-	-
Mathematics	39,178	1%	451	1%	-	-
Science	16,112	1%	196	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 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

			% Belo	w Basic	% At or A	bove Basic	% At or Aho	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Orauc 4	rtoading	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
			∠ I *	52 52	3 4 *	28	33 *	3 4 17	*	
		American Indian								3
		Asian	16 *	16	23	25	42 *	37	19 *	22
		Pacific Islander		42		31		23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
			29	47	44	39	23	13	4	2
		English Language Learners	29	41	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
	Mathomatico	Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	36 24	37	32	40	32
		Pacific Islander	3 *	36	19	24 39	31 *	32 18	40 *	32 6
			24	27	43	36	24	25	8	13
		Two or More Races								
		Econ Disadv	40 67	45 60	40 23	37 22	17	15 7	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2

			% Below Basic		% At or Ab	ove Basic	% At or Abo	ve Proficient	% At or Abov	e Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		English Language Learners	61	71	32	23	7	5	1	1

State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

^{&#}x27;*' Indicates reporting standards not met.

Source: TEA Division of Student Assessment

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduate from the high school enroll, for the first academic year that begins after the student's graduation, in (I) programs of public postsecondary education in Texas; and (II) programs of private postsecondary education in Texas or programs of postsecondary education outside Texas.

Data are not available.

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^{&#}x27;n/a' Indicates data reporting is not applicable for this group.