Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: SAMMONS EL Campus ID: 101902118 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);

			All	African American	Hienenie	White	American Indian	Asian	Pacific Islander		Econ	Special Educ	EL (Current and Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	Rates	44 /0	JZ /0	51 /0	00 /0	4370	/4/0	4370	50 /6	3370	1970	29/0
Sidde Level of Above)		2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22		02/0	0	0070	1070		.070	00/0	0070		2070
		2022-23 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2026-27											
		2027-28 through	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2031-32											
		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%
		2022-23 through 2026-27	54%	4170	49%	05%	55%	00%	57 %	0170	43%	34 70	49%
		2020-27 2027-28 through	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2031-32	0070	0470	0070	1070	0070	0070	0070	0070	0170	4070	0070
		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Baseline 2016-17											41%
5		Rates											
		2017-18 through											42%
		2021-22											
		2022-23 through											44%
		2026-27											
		2027-28 through											46%
	-1	2031-32	000/	050/	070/	000/	000/	050/	000/	000/	0.00/	700/	700/
Graduation Rate:4-Year Longitudin Rate	ai	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Kale		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22	3070	3070	3070	30 /0	3070	3070	30 /0	30 /0	3070	3070	3070
		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%
Ū.	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

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performance data. https://rptsvr1.tea.texas.gov/cgi/sas/broker? service=marykay&year4=2018&year2=18& debug=0&single=N&title=2017-18+Federal+Report+Card&...

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										
											or	_	Non								
		State	District	Campus	African American I	lispani	cWhite	American Indian				Econ Disadv		/CWD	cwor	D EL Male	Female	Migrant	Homeless	Foster Care	
STAAR Percent	at Annre	achor	Grada	Loval ar	Abovo	•												•			-
Grade 3	at Appro	Jaches	Glaue	Level OI	ADOVE																
Reading	All Students	77%	69%	80%	75%	79%	*	-	*	-	*	82%	61%	*	83%	82%75%	84%	-	*	-	-
	CWD	51%	35%	*	*	*	-	-	-	-		*	*	*		* *	*		-	-	-
	CWOD		72%	83%	82%	83%	*	-	*	-	*	86%	65%	-	83%	86% 79%	88%	-	*	-	-
	EL	70%	68%	82%	-	82%	-	-	-	-	-	84%	67%	*	86%		88%	-	-	-	-
	Male	74%	65%	75%	67%	74%	*	-	*	-	*	78%	55%	*			-	-	*	-	-
	Female		73%	84%	80%	84%	*	-	*	-	-	87%	67%	*		88% -	84%	-	*	-	-
Mathematics	All Students	77%	75%	85%	63%	88%	*	-	*	-	*	87%	70%	54%	87%	91% 82%	87%	-	*	-	-
	CWD	52%	44%	54%	*	64%	-	-	-	-	-	60%	*	54%	-	* *	*	-	-	-	-
	CWOD	80%	78%	87%	68%	90%	*	-	*	-	*	89%	75%	-	87%	95% 84%	90%	-	*	-	-
	EL	74%	77%	91%	-	91%	-	-	-	-	-	94%	67%	*		91%87%	96%	-	-	-	-
	Male	77%	75%	82%	*	86%	*	-	*	-	*	84%	64%	*			-	-	*	-	-
	Female	978%	76%	87%	73%	90%	*	-	*	-	-	89%	75%	*	90%	96% -	87%	-	*	-	-
Grade 4																					
Reading	All Students	72%	63%	61%	48%	62%	*	-	86%	-	*	62%	58%	54%	62%	57% 57%	66%	-	*	*	-
	CWD	46%	31%	54%	*	56%	*	-	*	-	-	50%	*	54%	-	* 50%	*	-	*	*	-
	CWOD		65%	62%	52%	63%	*	-	83%	-	*	62%	56%	-	62%		66%		*	-	-
	EL	60%	53%	57%	-	56%	-	-	*	-	-	57%	56%	*					*	-	-
	Male	70%	59%	57%	38%	59%	*	_	*	_	*	57%	54%	50%			-		*	*	_
	Female		66%	66%	67%	65%	*	-	*	-	-	66%	*	*			66%	-	*	-	-
Mathematics	All	77%	78%	88%	76%	91%	*	-	100%	_	*	87%	95%	38%		91% 86%	90%	-	*	*	-
:	Students CWD	49%	42%	38%	*	*	*	_	*	_	_	*	*	38%	_	* *	*	_	*	*	_
	CWOD		81%	91%	83%	94%	*	-	100%	-	*	91%	94%	- 30 /0	- 91%	94%91%	91%	-	*		-
	EL	72%	77%	91%	-	91%		-	*	-		90%	100%					-	*	-	-
	Male	77%	76%	86%	- 75%	91%	*	-	*	-	*	90 % 85%	92%	*			92 /0	-	*	*	-
	Female		80%	90%	78%	90%	*	-	*	-	-	89%	100%	*		92% -	90%	-	*	-	-
STAAR Percent Grade 3 Reading	at Meets	Grad 43%	e Level	or Above 37%	e 21%	38%	*	_	*	_	*	38%	26%	*	38%	41% 34%	39%	_	*		_
	Students		2070			0070		_		_			2070		0070	+1700+70	0070	_		-	_
	CWD	28%	20%	*	*	*	-	-	-	-	-	*	*	*	-	* *	*	-	-	-	-
	CWOD	44%	28%	38%	23%	40%	*	-	*	-	*	40%	30%	-	38%	43% 37%	40%	-	*	-	-
	EL	32%	23%	41%	-	41%	-	-	-	-	-	44%	17%	*	43%	41% 37%	45%	-	-	-	-
	Male	40%	26%	34%	11%	36%	*	-	*	-	*	36%	18%	*	37%	37% 34%	-	-	*	-	-
	Female	9 45%	30%	39%	27%	40%	*	-	*	-	-	40%	33%	*	40%	45% -	39%	-	*	-	-
Mathematics		46%	38%	62%	42%	65%	*	-	*	-	*	63%	57%	38%	64%	64%67%	57%	-	*	-	-
;	Students		250/	200/	*	450/						400/	*	200/		* *	*				
	CWD CWOD	30%	25% 39%	38% 64%	45%	45% 66%	-	-	- *	-	- *	40%	60%	38%	-	670/ 700/	58%	-	-	-	-
			39% 37%			64%		-		-		64%	50%	- *		67% 70%		-		-	-
	EL Male	39% 47%	38%	64% 67%	- *	04 <i>%</i> 70%	-	-	- *	-	-	66% 69%	50%	*		64%67% 67%67%	0170	-	-	-	-
	Female			57%	40%	60%	*	-	*	-	-	57%	58%	*		61% -	- 57%	-	*	-	-
Grade 4																					
Reading	All		32%	30%	28%	28%	*	-	71%	-	*	30%	32%	38%	30%	19% 34%	27%	-	*	*	-
:	Students CWD		21%	38%	*	44%	*	-	*	_	_	33%	*	38%	_	* 40%	*	-	*	*	-
	CWD			30 %	30%	44 <i>/</i> % 27%	*	-	67%	-	*	30%	28%	- 30		19% 33%		-	*		-
	EL		19%	19%	-	18%		-	*	-		19%	22%	*		19% 22%		-	*	-	-
	Male		30%	34%	- 31%	32%	*	-	*	-	*	35%				22% 34%		-	*	*	-
	Female			27%	22%	25%	*	-	*	-	-	26%	*	*		16% -	27%	-	*	-	-
Mathematics			43%	54%	52%	54%	*	-	71%	-	*	53%	63%	38%	55%	57% 53%	55%	-	*	*	-
:	Students CWD		27%	38%	*	*	*		*			*	*	38%	-	* *	*		*	*	
	CWD			38% 55%	57%	55%	*	-		-	- *		61%	30%				-	*		-
	EL	50% 38%				55% 57%		-	*	-		55% 57%	56%	-		58% 55% 57% 56%		-	*	-	-
	EL Male		38% 43%	57% 53%	- 63%	57% 53%	-	-	*	-	- *	57% 52%	56% 62%	*		57%56% 56%53%		-	*	*	-
	Female			53% 55%	03% 33%	53% 55%	*	-	*	-		52% 54%	62% 67%	*		50%53% 57% -	- 55%	-	*		-
	i citiale	/ 1/0		55 /6	00 /0	5570		-		-	-	J+ /0	01 /0		00 /0	5170 -	5570	-		-	-

Two or

Non

Foster African American Pacific More Econ Econ - 1 -. . .

STAAR Percen		State	District	Campus	Americar	Hispani	cWhite	Indian	Asianls	slande	rRaces	Disadv	Disad	CWD	CWOE	EL Malel	emale	Migrant	Homeless	Gare	Milita
Crede 2	t at Maste	rs Gra	ade Lev	/el																	
Grade 3 Reading	All	24%	12%	18%	8%	18%	*	-	*	-	*	18%	17%	*	20%	20% 15%	21%		*	-	-
rtodding	Students			*	*	*						10,0	*		2070	20/010/0	21/0				
	CWD	9%	4%				-	-	-	-	- *	400/			-	040/ 400/	-	-	-	-	-
	CWOD		13%	20%	9%	19%		-		-		19%	20%	-		21% 16%	23%	-		-	-
	EL Male	15% 22%	8% 10%	20% 15%	- 0%	20% 14%	- *	-	-	-	- *	21% 17%	8% 0%	*		20% 13% 13% 15%	27% -	-	-	-	-
	Female		14%	21%	13%	22%	*	-	*	-	-	20%	33%	*		27% -	- 21%	-	*	-	-
	1 cmaic	2070	1470	2170	1070	2270		-		_	-	2070	0070		2070	2170 -	2170	-		_	_
Mathematics	s All Students	22%	16%	24%	17%	25%	*	-	*	-	*	25%	17%	8%	25%	22% 31%	18%	-	*	-	-
	CWD	12%	7%	8%	*	9%	-	-	-	-	-	0%	*	8%	-	* *	*	-	-	-	-
	CWOD		16%	25%	18%	26%	*	-	*	-	*	27%	15%	-		23% 32%	19%	-	*	-	-
	EL	17%	14%	22%	- *	22%	-	-	-	-	-	25%	0%	*		22% 23%	20%	-	-	-	-
	Male Female	23%	16% 15%	31% 18%	13%	30% 19%	*	-	*	-	-	32% 18%	18% 17%	*		23% 31% 20% -	- 18%	-	*	-	-
Grade 4 Reading	All	23%	12%	9%	4%	9%	*	-	29%	-	*	8%	11%	8%	9%	1% 7%	10%		*	*	-
rtodding	Students	2070	12.70	0,0	170	070			2070			0,0	1170	0.0	070	170 170	1070				
	CWD	9%	5%	8%	*	11%	*	-	*	-	-	0%	*	8%	-	* 10%	*	-	*	*	-
	CWOD	25%	13%	9%	4%	8%	*	-	33%	-	*	9%	6%	-	9%	1% 6%	11%	-	*	-	-
	EL	12%	6%	1%	-	1%	-	-	*	-	-	1%	0%	*	1%	1% 2%	0%	-	*	-	-
	Male	22%	11%	7%	0%	9%	*	-	*	-	*	6%	8%	10%	6%	2% 7%	-	-	*	*	-
	Female	25%	13%	10%	11%	8%	*	-	*	-	-	10%	*	*	11%	0% -	10%	-	*	-	-
Mathematic	s All	26%	19%	23%	20%	23%	*	-	29%	-	*	24%	16%	8%	24%	20% 23%	23%	-	*	*	-
manomadu	Students	2070	10 /0	_0 /0				-		-		<u>~</u> ⊤/0	10 /0	0 /0	L-7 /0	_0/020/0	2070	-			-
	CWD	11%	6%	8%	*	*	*	-	*	-	-	*	*	8%	-	* *	*	-	*	*	-
	CWOD		20%	24%	22%	24%	*	-	33%	-	*	25%	11%	-	24%	21%24%	24%	-	*	-	-
	EL	18%	14%	20%	-	20%	-	-	*	-	-	21%	11%	*	21%	20% 20%	20%	-	*	-	-
	Male	27%	19%	23%	25%	22%	*	-	*	-	*	23%	23%	*	24%	20% 23%	-	-	*	*	-
	Female	25%	20%	23%	11%	24%	*	-	*	-	-	24%	0%	*	24%	20% -	23%	-	*	-	-
TAAR Percen	t at Appro	aches	s Grade	Level or	Above																
All Grades All Subjects	All	77%	69%	78%	65%	80%	75%	-	95%	-	60%	79%	70%	44%	81%	81%75%	82%	-	43%	*	-
,	Students																				
	CWD	45%	36%	44%	*	50%	*	-	*	-	-	43%	*	44%	-	25% 44%	44%	-	*	*	-
	CWOD	80%	72%	81%	71%	82%	83%	-	95%	-	60%	82%	72%	-	81%	84%78%	83%	-	50%	-	-
	EL	60%	54%	81%	-	81%	-	-	83%	-	-	82%	71%	25%	84%	81%77%	84%	-	*	-	-
	Male	74%	65%	75%	56%	78%	*	-	93%	-	60%	76%	67%	44%		77%75%	-	-	*	*	-
	Female	19%	73%	82%	75%	82%		-	100%	-	-	82%	75%	44%	83%	84% -	82%	-		-	-
Reading	All	73%	63%	70%	61%	71%	*	-	91%	-	*	72%	60%	42%	72%	70% 66%	75%	-	*	*	-
	Students	200/	200/	400/	*	450/	*		*			440/	*	400/		* 41%	*		*	*	
	CWD CWOD	39%	29% 66%	42% 72%	67%	45% 73%	*	-	90%	-	-	41% 74%	61%	42%	-	73%68%	76%	-	*		-
	EL	52%	44%	70%	-	70%		-	90 /0 *	-		74%	62%	*		70%67%	73%	-	*	-	-
	Male	69%	58%	66%	- 48%	67%	*	-	86%	-	*	67%	54%	41%		67%66%	-	-	*	*	-
	Female		68%	75%	40 <i>%</i> 75%	74%	*	-	*	-	-	76%	67%	41/0		73% -	- 75%	-	*	-	-
Mathematics	s All Students	80%	76%	86%	69%	89%	*	-	100%	-	*	87%	81%	46%	89%	91%84%	88%	-	*	*	-
	CWD	52%	42%	46%	*	55%	*	_	*	_	_	45%	*	46%		* 47%	*	_	*	*	_
	CWOD		79%	89%	76%	92%	*	_	100%	_	*	90%	84%		89%	94% 88%	91%	-	*	-	_
	EL	70%	69%	91%	-	91%	-	-	*	-	-	92%	81%	*		91% 88%	94%	-	*	-	-
	Male	78%	73%	84%	64%	89%	*	-	100%	-	*	85%	79%	47%		88% 84%	-	-	*	*	-
	Female		79%	88%	75%	90%	*	-	*	-	-	89%	83%	*		94% -	88%	-	*	-	-
TAAR Percen	t at Meets	Grad	e Level	or Abov	e																
All Grades All Subjects	All	47%	34%	46%	36%	46%	50%		82%		30%	46%	44%	220/	470/	46% 47%	45%	-	14%	*	
All Subjects	Students	4170	34 %	40 %	30%	40%	50%	-	02 70	-	30%	40%	44 70	3370	4770	40 % 47 %	43%	-	14 70		-
	CWD	23%	20%	33%	*	38%	*	_	*	_	-	32%	*	33%	-	15% 29%	39%	_	*	*	_
	CWOD			47%	39%	47%	67%	-	80%	-	30%	47%	45%	-	47%	47%49%	45%	-	17%	_	-
	EL	26%	19%	46%	-	46%	-	_	33%	_	-	47%	36%	15%		46% 46%	45%	_	*	_	_
	Male	45%	32%	47%	40%	48%	*	_	71%	_	30%	48%	40%	29%		46% 47%		_	*	*	_
	Female		37%	45%	31%	45%	*	-	100%	-	-	44%	50%	39%		45% -	45%	-	*	-	-
					01.70																
Reading	All Students	46%	31%	34%	24%	33%	*	-	82%	-	*	34%	29%	27%	34%	30% 34%	33%	-	*	*	-
	CWD	22%	18%	27%	*	30%	*	_	*	_	-	27%	*	27%	-	* 24%	*	_	*	*	_
	CWOD		32%	34%	27%	33%	*	_	80%	_	*	35%	29%	-		31% 35%	33%	_	*	_	_
	EL	21%	13%	30%	-	30%	_	_	*	_	-	32%	19%	*		30% 30%	31%	_	*	_	_
		41%	27%	34%	24%	34%	*	-	71%	-	*	36%		24%		30% 34%	-	-	*	*	-
		50%	35%	33%	25%	33%	*	-	*	-	-	33%	39%	*		31% -	33%	-	*	-	-
	Female			500/	47%	E00/	*		000/		*	E00/	600/	200/	600/	610/ 600/	E60/		*	*	
Motherset		400/	2001		41%	59%	-	-	82%	-	-	58%	60%	38%	%Uø	61%60%	56%	-	-	-	-
Mathematics	s All	48%	39%	58%	11 /0																
Mathematics				58% 38%	*	45%	*	-	*	-	-	36%	*	38%	-	* 35%	*	-	*	*	-
Mathematics	s All Students	26%					*	-	* 80%	-	- *	36% 59%	* 61%	38% -	- 60%	* 35% 63% 63%	* 57%	-	*	* -	-
Mathematics	s All Students CWD	26%	22%	38%	*	45%	* * -	-		- -							* 57% 59%	-	* * *	* - -	-
Mathematics	s All Students CWD CWOD	26% 51%	22% 40%	38% 60%	* 51%	45% 60%	* * - *	- - -	80%	- - -	*	59%	61%	-	63%	63%63%		- - -	* * *	* - - *	- - -

Two or

Non

African American Pacific More Econ Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL MaleFemaleMigrantHomeless Care Military

STAAR Percent at Masters Grade Level

STAAR Percent	t at Maste	rs Gra	ide Lev	ei																	
All Grades																					
All Subjects	All	21%	11%	18%	12%	19%	13%	-	45%	-	10%	19%	15%	6%	19%	16% 19%	18%	-	0%	*	-
	Students																				
	CWD	8%	5%	6%	*	8%	*	-	*	-	-	0%	*	6%	-	0% 9%	0%	-	*	*	-
	CWOD	23%	12%	19%	13%	19%	17%	-	50%	-	10%	20%	13%	-	19%	17% 20%	19%	-	0%	-	-
	EL	9%	6%	16%	-	16%	-	-	17%	-	-	17%	5%	0%	17%	16% 15%	17%	-	*	-	-
	Male	20%	10%	19%	12%	19%	*	-	50%	-	10%	20%	13%	9%	20%	15% 19%	-	-	*	*	-
	Female	22%	12%	18%	13%	18%	*	-	38%	-	-	18%	19%	0%	19%	17% -	18%	-	*	-	-
Reading	All	19%	9%	13%	6%	13%	*	-	45%	-	*	13%	14%	4%	14%	11% 11%	16%	-	*	*	-
	Students																				
	CWD	7%	4%	4%	*	5%	*	-	*	-	-	0%	*	4%	-	* 6%	*	-	*	*	-
	CWOD	20%	10%	14%	7%	14%	*	-	50%	-	*	14%	13%	-	14%	12% 11%	17%	-	*	-	-
	EL	7%	4%	11%	-	11%	-	-	*	-	-	12%	5%	*	12%	11% 9%	13%	-	*	-	-
	Male	16%	8%	11%	0%	11%	*	-	43%	-	*	12%	4%	6%	11%	9% 11%	-	-	*	*	-
	Female	22%	11%	16%	13%	15%	*	-	*	-	-	15%	28%	*	17%	13% -	16%	-	*	-	-
Mathematics	all All	23%	15%	24%	18%	24%	*	-	45%	-	*	24%	17%	8%	25%	21% 27%	21%	-	*	*	-
	Students																				
	CWD	10%	6%	8%	*	10%	*	-	*	-	-	0%	*	8%	-	* 12%	*	-	*	*	-
	CWOD	25%	15%	25%	20%	25%	*	-	50%	-	*	26%	13%	-	25%	22% 28%	22%	-	*	-	-
	EL	13%	9%	21%	-	21%	-	-	*	-	-	23%	5%	*	22%	21% 22%	20%	-	*	-	-
	Male	23%	14%	27%	24%	26%	*	-	57%	-	*	28%	21%	12%		22%27%	_	-	*	*	-
	Female		15%	21%	13%	22%	*	-	*	-	-	22%	11%	*	22%		21%	-	*	-	-

** 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			-								
Reading											
All Students	62	41	65	*	-	100	-	*	62	65	72
CWD	65	*	83	*	-	*	-	-	61	65	*
CWOD	62	45	63	-	-	100	-	*	62	-	70
EL	72	-	70	-	-	*	-	-	69	*	72
Male	63	33	70	*	-	*	-	*	64	69	92
Female	62	*	60	-	-	*	-	-	60	*	59
Mathematics											
All Students	73	80	72	*	-	*	-	*	74	55	71
CWD	55	*	*	*	-	*	-	-	50	55	*
CWOD	75	79	74	-	-	*	-	*	75	-	73
EL	71	-	71	-	-	*	-	-	71	*	71
Male	73	87	70	*	-	*	-	*	69	*	66
Female	74	69	74	-	-	*	-	-	78	*	74

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 Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Grac	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

'-' Indicates there are no students in the group.

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
435	58	13%

Total EL in Class

2017-18 Federal Report Card Proficiency of EL

- 1*1 Indicates results are masked due to small numbers to protect student confidentiality. 2
 - Indicates zero observations reported for this group.

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

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate.

Student Success (Student Achie			Hispanic STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	47	38	48	*	-	74	-	*	48	*	48
School Quality (College, Career	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

Q. Indicates there are no students in the group.

'n/a' Indicates the student group is not applicable to this report.

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	N	N						Y		Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y	Y	Y						Y		Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	Y						Y		Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	Ν	Ν						Ν		Ν

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met											42% Y 44% Y 46% Y 46% Y
Federal Graduation Status											
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%

'+' 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.

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.

Participation Rate	African Campus American Hispanic Wh	American ite Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
https://rptsvr1.tea.texas.go	v/cgi/sas/broker?_service=mary	/kay&year4=	2018&	year2=18	&_debu	ıg=0&sir	ngle=N&	title=20	17-18+Fe	ederal+	Repor	t+Card&	5/10

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110/2010							2011	10100		our our	4						
		Campus	African Americar	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	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%	-
	EL	100%	-	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	100%	100%	*	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	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%	-	-
	Female	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	100%	100%	100%	*	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	100%	*	100%	*	-	*	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	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%	-	-
	Female	100%	100%	100%	Ŷ	-	Ŷ	-	-	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participatio	Female on Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Subjects	All	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
/ 0	Students				*		*										
	CWD	0%	0%	0%		-		-	-	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	-	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	- *	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	0%	0%		-	0%	-	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	0%	0%	*	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	0%	0%	*	-	0%	-	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	0%	*	0%	*	-	*	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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Part (viii): Civil Rights Data

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.

Students Without Disabilities		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Out-of-School Suspensions											
	Male	19	10	7	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	21	12	7	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&... 6/10

		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)
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Linder Zere Televenes Delisies	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	lotal											
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement				*	*	*	*		*			
	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions	Total											
III-Ochool Suspensions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Francisco	Total	*	*	*	*	*	*	*	*	*		*
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
With Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Osha al Dalata d Arma ata	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala	25	5	20	*	*	*	*	*	11	*	*
	Male Female	25 18	5 5	20 11	*	*	*	*	*	11 5	*	*
	Total	43	10	31	*	*	*	*	*	16	*	*
	10101		10	01						10		

	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 bullving	
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 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	-	-	-	-	-	-	-	-	-	-
	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 5.0	Percent 9.3%
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	2.1	4.2%

'-' 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	6.010	1%	66	1%	*	*
Reading	6,019	1%	00	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%	-	-
Grade 7						
Reading	5,298	1%	59	1%	-	-
Mathematics	5,294	1%	59	1%	-	

Grade 8

	2011 for odolar topolt oard										
	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2					
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%	14	2%					
Reading	43,730	1%	512	1%	7	2%					
Mathematics	39,178	1%	451	1%	7	2%					
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 Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	тх	US	TX	US	ТХ	US	ТХ	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
Ciddo i	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
			21	22	34	32	35	34	10	13
		White American Indian	∠ I *	52	34 *	28	30	34 17	10	3
			40						40	
		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 Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
endde e	rtoading	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 Disady	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	23	5	5	n/a	n/a
		English Eanguage Learners	02	00	00	21	0	0	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		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	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		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

Indicates reporting standards not met.Indicates data reporting is not applicable for this group.

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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