Texas Education Agency 2017-18 Federal Report Card for Texas Public Schools Campus Name: BUSSEY EL Campus ID: 101902131 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	Hispania	White	American Indian	Asian	Pacific Islander		Econ Disadv	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/LLA	Rates	4470	52 /0	51 /0	0070	4070	7470	4370	50 /0	5570	1370	2370
		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	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		Rates											
		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%
EL Progress		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70% 41%
-		Rates											
		2017-18 through 2021-22											42%
		2022-23 through											44%
		2026-27 2027-28 through											46%
		2031-32											
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
Naie		2017-18 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2021-22											
		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%

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

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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.

Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	AI Approa All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	aches 77% 51% 79% 70% 74% 79% 77% 72% 72% 46% 75% 60% 70% 75% 77%		-		65% * 67% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%		America Indian - - - - - - - - - - - - - - - - - - -		Pacific Islander - - - - - - - - - - - - - - - - - - -					68% - 68% 63% 64% 72% 72% 72% 72% 76%	61% 60% * * 63% 64% 61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	Female 72% 52% 63% ± 64% 71% 63%	Migran1 - - - - - - - - - - - - - - - - - - -	tHomeless 100% * * 100% * * 100% * * *	Foster Care - - - - - - - - - - - - - - - - - - -	
Grade 3 Reading S Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	AI Approa All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	aches 77% 51% 79% 70% 74% 79% 77% 72% 72% 46% 75% 60% 70% 75% 77%	Grade 69% 35% 72% 68% 65% 73% 75% 44% 78% 75% 76% 63% 31% 65% 53% 59%	Level or 66% * 68% 61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	Americar Above * - * * * * * * * * * *	65% * 67% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%						Disadv 66% * 68% 62% 61% 72% 71% 42% 72% 74% 76%	Disad' * - * * * * *	×CWD(* - 38% 38% -	68% - 68% 63% 64% 72% 72% 72% 72% 76% 80%	61% 60% * * 63% 64% 61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	72% - 72% 65% - 72% 63% * 64% 71% -	Migran - - - - - - - - - - - - - - - - - - -	tHomeless 100% - 100% * * 100% -		
Grade 3 Reading S Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	77% 51% 79% 70% 74% 79% 52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75%	 69% 35% 72% 68% 65% 73% 75% 44% 78% 77% 75% 63% 31% 65% 53% 59% 	66% * 68% 61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	* * * * * *	* 67% 61% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	* -** * -* * *	-	- - - * * *	-	-	* 68% 62% 61% 72% 71% 42% 72% 74% 76%	*	38% - *	- 68% 63% 64% 72% 72% 72% 72% 76% 80%	* * 63% 64% 61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	72% 65% 72% 63% * 64% 71%	-	- 100% * * 100%	-	
Reading S Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	51% 79% 74% 79% 77% 52% 80% 74% 77% 72% 46% 75% 60% 70% 75%	35% 72% 68% 65% 73% 75% 75% 76% 63% 63% 53% 53%	* 68% 61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	- * * - * *	* 67% 61% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	* -* * -* *	-	- - - * * *	-		* 68% 62% 61% 72% 71% 42% 72% 74% 76%	*	38% - *	- 68% 63% 64% 72% 72% 72% 72% 76% 80%	* * 63% 64% 61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	72% 65% 72% 63% * 64% 71%	-	- 100% * * 100%	-	-
Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	51% 79% 74% 79% 77% 52% 80% 74% 77% 72% 46% 75% 60% 70% 75%	35% 72% 68% 65% 73% 75% 75% 76% 63% 63% 53% 53%	* 68% 61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	- * * - * *	* 67% 61% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	-*******	-	- - - * * *	-	-	* 68% 62% 61% 72% 71% 42% 72% 74% 76%	*	38% - *	- 68% 63% 64% 72% 72% 72% 72% 76% 80%	* * 63% 64% 61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	72% 65% 72% 63% * 64% 71%	-	- 100% * * 100%		-
Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	79% 70% 74% 79% 77% 52% 80% 74% 78% 78% 72% 46% 75% 60% 70% 75% 77%	72% 68% 65% 73% 75% 44% 78% 77% 75% 76% 63% 63% 53% 59%	68% 61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	- * * - * *	67% 61% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	- * * - * * - * *	· · ·	- - - * * *	-	-	62% 61% 72% 71% 42% 72% 74% 76%	*	38% - *	63% 64% 72% 72% 72% 72% 76% 80%	61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	65% - 72% 63% * 64% 71% -	-	* * 100% -		-
Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	79% 70% 74% 79% 77% 52% 80% 74% 78% 78% 72% 46% 75% 60% 70% 75% 77%	72% 68% 65% 73% 75% 44% 78% 77% 75% 76% 63% 63% 53% 59%	61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	- * * - * *	61% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	* * - * * * *	· · ·	- - * * *	-	-	62% 61% 72% 71% 42% 72% 74% 76%	*	38% - *	63% 64% 72% 72% 72% 72% 76% 80%	61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	65% - 72% 63% * 64% 71% -	-	* * 100% -	-	-
Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	EL Male Female All Students CWD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	70% 74% 79% 77% 52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	68% 65% 73% 75% 44% 78% 75% 76% 63% 63% 63% 53% 59%	61% 60% 72% 70% 38% 72% 74% 76% 63% 61% 33% 65% 50%	* * - * * *	61% 60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	* - * * - *		- - * * * *	- - - - -	-	62% 61% 72% 71% 42% 72% 74% 76%	*	38% - *	63% 64% 72% 72% 72% 72% 76% 80%	61% 58% 58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	65% - 72% 63% * 64% 71% -	-	* * 100% -	-	-
Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	74% 79% 77% 52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	65% 73% 75% 44% 78% 77% 75% 76% 63% 63% 65% 53% 59%	60% 72% 70% 38% 72% 74% 63% 61% 33% 65% 50%	* - * - * *	60% 72% 70% 38% 72% 74% 75% 64% 62% 35%	- * * - * * - *	-	- * * * *			61% 72% 71% 42% 72% 74% 76%	*	38% - *	64% 72% 72% - 72% 76% 80%	58% 60% 65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	72% 63% * 64% 71%	-	-	-	
Mathematics S Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	77% 52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75%	75% 44% 78% 75% 76% 63% 31% 65% 53% 59%	70% 38% 72% 74% 63% 61% 33% 65% 50%	* - * - * *	72% 70% 38% 72% 74% 75% 64% 62% 35%	* * - * * *	-	- * * *			72% 71% 42% 72% 74% 76%	* * * * *	38% - *	72% 72% - 72% 76% 80%	65% - 74% 76% * 42% 76% 80% 74% 77% 77% 76%	63% * 64% 71%	-	-	- - - - -	
Grade 4 Reading Mathematics S STAAR Percent a Grade 3	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	44% 78% 77% 75% 76% 63% 63% 53% 59%	38% 72% 74% 63% 61% 33% 65% 50%	- * - * *	38% 72% 74% 75% 64% 62% 35%	* - * * - *		* - * * -	- - - -		42% 72% 74% 76%	* * * *	38% - *	- 72% 76% 80%	* 42% 76% 80% 74% 77% 77% 76%	* 64% 71% -	-	-	- - - -	-
Grade 4 Reading Mathematics S STAAR Percent a Grade 3	Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	52% 80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	44% 78% 77% 75% 76% 63% 63% 53% 59%	38% 72% 74% 63% 61% 33% 65% 50%	* - * *	38% 72% 74% 75% 64% 62% 35%	- * * *	-	- * * -	- - -	- - - -	42% 72% 74% 76%	* * * *	38% - *	- 72% 76% 80%	* 42% 76% 80% 74% 77% 77% 76%	* 64% 71% -		-		-
Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	78% 77% 75% 76% 63% 31% 65% 53% 59%	72% 74% 76% 63% 61% 33% 65% 50%	* - * *	72% 74% 75% 64% 62% 35%	- * * *	-	- * * -	- - - -	- - -	72% 74% 76%	* * * *	- *	76% 80%	76% 80% 74% 77% 77% 76%	64% 71% -	-		-	-
Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	80% 74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	78% 77% 75% 76% 63% 31% 65% 53% 59%	72% 74% 76% 63% 61% 33% 65% 50%	- * *	72% 74% 75% 64% 62% 35%	* - *		* * = *	- - -	- - -	72% 74% 76%	* * *	- *	76% 80%	76% 80% 74% 77% 77% 76%	71% -	-	100% * *	-	-
Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	74% 77% 78% 72% 46% 75% 60% 70% 75% 77%	77% 75% 76% 63% 31% 65% 53% 59%	74% 76% 63% 61% 33% 65% 50%	*	74% 75% 64% 62% 35%	* - *	-	* - *	-	- -	74% 76%	* *	* 42% *	76% 80%	74% 77% 77% 76%	71% -	-	* * *	-	-
Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD	77% 78% 72% 46% 75% 60% 70% 75% 77%	75% 76% 63% 31% 65% 53% 59%	76% 63% 61% 33% 65% 50%	*	75% 64% 62% 35%	- *	-	* - *	-	-	76%	*	42% *	80%	77% 76%	-	-	* *	-	-
Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	Female All Students CWD CWOD EL Male Female All Students CWD CWOD	78% 72% 46% 75% 60% 70% 75% 77%	76% 63% 31% 65% 53% 59%	63% 61% 33% 65% 50%	*	64% 62% 35%	*	-	-	-	-		*	*			63%	-	*	-	-
Grade 4 Reading S Mathematics S STAAR Percent a Grade 3	All Students CWOD EL Male Female All Students CWD CWOD	72% 46% 75% 60% 70% 75% 77%	63% 31% 65% 53% 59%	61% 33% 65% 50%	-	62% 35%	*	-	*		÷	• • • •						_	*	-	-
Reading S Mathematics S STAAR Percent a Grade 3	Students CWD CWOD EL Male Female All Students CWD CWOD	46% 75% 60% 70% 75% 77%	31% 65% 53% 59%	33% 65% 50%	-	35%	*	-	*									-	*	-	-
Mathematics S STAAR Percent a Grade 3	Students CWD CWOD EL Male Female All Students CWD CWOD	46% 75% 60% 70% 75% 77%	31% 65% 53% 59%	33% 65% 50%	-	35%		-				040/	*	0.00/	050/	500/ 040/	040/			-	-
Mathematics S STAAR Percent a Grade 3	CWD CWOD EL Male Female All Students CWD CWOD	75% 60% 70% 75% 77%	65% 53% 59%	65% 50%	- *					-	-	61%		33%	65%	50% 61%	61%	-			
Mathematics S S STAAR Percent a Grade 3	CWOD EL Male Female All Students CWD CWOD	75% 60% 70% 75% 77%	65% 53% 59%	65% 50%	*						*	220/		220/		* 33%	*		*		
Mathematics S STAAR Percent a Grade 3	EL Male Female All Students CWD CWOD	60% 70% 75% 77%	53% 59%	50%		050/	-	-	-	-	*	33%	- *	33%	-	00/0		-	*	-	-
Mathematics S STAAR Percent a Grade 3	Male Female All Students CWD CWOD	70% 75% 77%	59%			65%	*	-		-		64%	*	-		53% 67%	62%	-	*	-	-
Mathematics S STAAR Percent a Grade 3	Female All Students CWD CWOD	75% 77%		0170	-	49%	*	-	-	-	-	49%	*	220/		50% 54% 54% 61%	44%	-	*	-	-
Mathematics S STAAR Percent a Grade 3	All Students CWD CWOD	77%	00%		- *	61%	*	-	-	-	*	60%	*	33%			-	-	*	-	-
S STAAR Percent a Grade 3	Students CWD CWOD			61%		63%		-		-		61%			62%	44% -	61%	-		-	-
STAAR Percent a Grade 3	CWD CWOD		78%	71%	*	73%	*	-	*	-	*	71%	*	43%	75%	66%70%	71%	-	*	-	-
STAAR Percent a Grade 3	CWOD		400/	400/		450/					÷	400/		400/		+ 050/					
STAAR Percent a Grade 3		49%	42%	43%	- *	45%	-	-	-	-		43%	- *	43%	-	* 35%	740/	-		-	-
STAAR Percent a Grade 3			81%	75%		76%		-		-		75%		-		71%79%	71%	-		-	-
STAAR Percent a Grade 3		72%	77%	66%	-	65%		-	-	-	-	65%		0.50/		66% 68%	63%	-		-	-
STAAR Percent a Grade 3		77%	76%	70%	*	72%		-	-	-		70%	*	35%		68% 70%	-	-		-	-
Grade 3	Female	1070	80%	71%		73%		-		-		72%			/ 1 70	63% -	71%	-		-	-
Grade 3																					
	at Meets	Grade	Level	or Above	e																
Reading	All	43%	28%	27%	*	27%	*	-	-	-	-	27%	*	*	28%	22% 23%	31%	-	60%	-	-
S	Students																				
	CWD	28%	20%	*	-	*	-	-	-	-	-	*	-	*	-	* *	-	-	-	-	-
	CWOD	44%	28%	28%	*	28%	*	-	-	-	-	28%	*	-	28%	23% 25%	31%	-	60%	-	-
	EL	32%	23%	22%	-	22%	*	-	-	-	-	22%	*	*	23%	22% 18%	28%	-	*	-	-
	Male	40%	26%	23%	*	23%	-	-	-	-	-	23%	*	*	25%	18% 23%	-	-	*	-	-
	Female	45%	30%	31%	*	32%	*	-	-	-	-	31%	*	-	31%	28% -	31%	-	*	-	-
Mathematics	All Students	46%	38%	37%	*	37%	*	-	*	-	-	36%	*	23%	38%	39% 41%	31%	-	40%	-	-
		30%	25%	23%	-	23%	-	-	-	-	-	25%	*	23%		* 25%	*	-	-	-	
	CWOD		39%	38%	*	38%	*		*			37%	*	-	38%	40% 43%	32%		40%		
		39%	37%	39%	-	38%	*		*		-	38%	*	*		39% 41%	35%	-	*	-	
		47%	38%	41%	*	42%	-		*	-	-	41%	*	25%		41% 41%	-	-	*	-	-
	Female			31%	*	33%	*	-	-	-	-	32%	*	*		35% -	31%	-	*	-	-
Grade 4	A 11	4501	0001	050	*	0.10/			±			0.401	-	4401	0001	400/ 000/	0401		±		
		45%	32%	25%	^	24%	^	-	^	-	î	24%	*	11%	26%	13% 20%	31%	-	^	-	-
	Students																				
	CWD			11%	-	12%	-	-	-	-	*	11%	-	11%		* 13%	*	-	*	-	-
	CWOD			26%	*	26%		-	*	-	*	26%		-		14% 21%		-	*	-	-
		29%		13%	-	13%	*	-	-	-	-	12%	*	*		13% 10%		-	*	-	-
	Male Female			20% 31%	- *	20% 30%	*	-	-	-	*	19% 31%	*	13%		10%20% 17% -	- 31%	-	*	-	-
	i ciliale	-1 /0	JJ /0	51/0		50 /0		-		-		J1/0			JZ /0	1770 -	01/0	-		-	-
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	Students	200/	270/	220/		250/					*	220/		220/		* 000/	*		*		
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	CWOD			37%		37%	*	-	*	-	*	36%	*	-		23% 34%		-	*	-	-
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Two

Non

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

STAAR Percent at Masters Grade Level

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	CWOD		13%	9%	*	8%	*	_	-	-	-	8%	*	-	9%	5% 7%	10%	_	20%	_	_
	EL	15%	8%	5%	-	5%	*	-	-	-	-	4%	*		5%	5% 3%	7%	-	*	-	-
	Male	22%	10%	6%	*	5%	-	-	-	-	-	6%	*		7%	3% 6%	-	-	*	-	-
	Female		14%	10%	*	11%	*	-	-	-	-	9%	*		10%	7% -	10%	-	*	-	-
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	EL	17%	14%	15%	-	15%	^	-		-		15%				15% 14%	17%	-		-	-
	Male	23%	16%	14%	*	14%	-	-	*	-		14%	*			14% 14%	-	-	*	-	-
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Grade 4																					
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	EL	12%	6%	3%	-	3%	*	-	_	-	_	3%	*		4%	3% 4%	3%	-	*	-	-
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	CWD	11%	6%	5%	-	5%	-	-	-	-	*	5%		5%	-	* 0%	*	_	*	-	-
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	⊏∟ Male	27%	14%	13%	-	12%	*	-	-	-	*	13%	*		0% 15%	5% 13%	-	-	*	-	-
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Il Grades																					
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	Students																				
	CWD	45%	36%	38%	-	39%	-	-	-	-	*	38%	* 3	8%	-	29% 36%	*	-	*	-	-
	CWOD		72%	70%	44%	70%	86%	-	*	-			59%			67% 73%	67%	-	80%	-	-
	EL	60%	54%	64%	-	64%	*	-	*	-						64% 65%		-	100%	-	-
	Male	74%	65%	67%	*	67%	*	-	*	-	*	68%	63% 3	36% 7	73%	65% 67%	-	-	80%	-	-
	Female	79%	73%	67%	38%	68%	*	-	*	-	*	68%	50%	* 6	67%	63% -	67%	-	67%	-	-
Reading	All	73%	63%	64%	*	64%	*	-	*	-	*	64%	63% 3	33% 6	67%	57%61%	67%	-	73%	-	-
	Students																				
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	CWOD		66%	67%	*	67%	*	-	*	-			63%	- 6		59% 65%		-	80%	-	-
	EL	52%	44%	57%	-	57%	*	-	-	-	-	57%	*			57% 56%	58%	-	100%	-	-
	Male	69%	58%	61%	*	61%	*	-	-	-		61%		33% 6		56% 61%	-	-	*	-	-
	Female	77%	68%	67%	*	68%	*	-	*	-	*	67%	*	* 6	58%	58% -	67%	-	*	-	-
Martha		000/	700/	700/	+	7404			+			740/		40/ -	700/	740/ 740	070/		700/		
Mathematics		80%	76%	70%	*	71%	*	-	*	-	*	71%	50% 4	1%	13%	71%74%	67%	-	73%	-	-
	Students	F00/	4007	440/		4004					*	400/									
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	Male	78%	73%	74%	- * *	71% 74%	* * *	-	* * *	-	* - *	73% 71% 74%	56% * 3	- 32% 38%	73% 74% 79%	74% 79% 71% 74% 74% 74%	67% 68% -	- - -	80%	- - -	-
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	Male	78%	73%	74%		71% 74%	* * *	- - -	* * *	- - -	* - *	73% 71% 74%	56% * 3	- 32% 38%	73% 74% 79%	74% 79% 71% 74% 74% 74%	67% 68% -	- - -	80%	- - -	-
AAR Percent	Male Female	78% 82%	73% 79%	74% 67%	*	71% 74%	* * *	- - -	* *	- - -	* - *	73% 71% 74%	56% * 3	- 32% 38%	73% 74% 79%	74% 79% 71% 74% 74% 74%	67% 68% -	- - -	80%	-	- - -
All Grades	Male Female t at Meets	78% 82% Grad	73% 79% e Level	74% 67% or Above	* e	71% 74% 68%	*	-	* *	-	* * *	73% 5 71% 74% 68%	56% * 3 * 3	- 32% 38% *	73% 74% 79% 67%	74% 79% 71% 74% 74% 74% 68% -	67% 68% - 67%	-	80% 100% * *	-	-
FAAR Percent All Grades All Subjects	Male Female t at Meets All	78% 82% Grad	73% 79%	74% 67%	*	71% 74%	* * * 71%		* * *		* * *	73% 5 71% 74% 68%	56% * 3 * 3	- 32% 38% *	73% 74% 79% 67%	74% 79% 71% 74% 74% 74%	67% 68% - 67%	-	80%	-	
All Grades All Subjects	Male Female t at Meets All Students	78% 82% Grad 47%	73% 79% e Level 34%	74% 67% or Above 32%	* 13%	71% 74% 68% 32%			* * *		* * *	73% 9 71% 74% 68% 31%	56% * 3 * 3	32% 38% * (73% 74% 79% 67% 33%	74% 79% 71% 74% 74% 74% 68% - 26% 30%	67% 68% - 67%	-	80% 100% * *		
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Il Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male	78% 82% Grad 47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 13% 27%	74% 67% or Above 32% 20% 33% 26% 30% 33% 26% 10% 27% 19% 22%	* 13% 13%	71% 74% 68% 32% 21% 33% 26% 30% 34% 26% 10% 27% 18% 22%	- 71% * *	-	* * * * * * * * - * - *	-	* * * * * * * * * *	73% : 71% 74% 68% 31% · 21% 22% · 29% · 33% : 26% : 10% 27% : 18% 21%	56% 3 * 3 * 3 44% 2 * 2 47% 9 53% 2 30% 9 53% 2 30% 1 38% 1 - 1 38% *	- 22% 7 888% 7 200% 7 9 9 00% 7 7 7 8 00% 7 7 8 10% 7 7 8 10% 7 8 10% 7 10% 7	73% 74% 79% 57% 33% 27% 32% 33% 27% 227% 20% 23%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 25% 30% 27% - 19% 22% * 11% 20% 23% 19% 15% 22%	67% 68% - 67% 33% 27% 33% 31% * 31% * 31% 24%	-	80% 100% * * 45% * 50% 70% 50% 42% 45% * 50%		
Il Grades All Subjects Reading	Male Female All Students CWD CWOD EL Male Female All Students CWD CWDD EL	78% 82% Grad 47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 13%	74% 67% or Above 32% 20% 33% 26% 30% 33% 26% 10% 27% 19%	* 2 3% - 13% - 13% - 3% - 3% - 4% - 4% - 4% - 4% - 4% -	71% 74% 68% 32% 21% 33% 26% 30% 34% 26% 30% 34% 26% 10% 27% 18%	- 71% * * * *	-	* * * * * * * * * * * * * * *	-	* * * * * * * * * *	73% : 71% 74% 68% 31% 221% 32% 25% 0 29% 0 33% : 26% : 10% 27% :	56% 3 * 3 * 3 44% 2 * 2 47% 2 47% 2 60% 9 63% 2 30% 3 38% 1 - 1 38% 1 - 1 38% 1 - 1	- 22% 7 888% 7 200% 7 9 9 00% 7 7 7 8 00% 7 7 8 10% 7 7 8 10% 7 8 10% 7 10% 7	73% 74% 79% 57% 33% 27% 32% 33% 27% 227% 20% 23%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 26% 25% 25% 30% 27% - 19% 22% * 11% 20% 23% 19% 15%	67% 68% - 67% 33% 27% 33% 31% * 31%	-	80% 100% * * 45% * 50% 70% 50% 42% 45% * 50%	-	-
All Grades All Subjects Reading	Male Female All Students CWD CWOD EL Male Female Female Female	78% 82% Grad 47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50%	73% 79% e Level 34% 20% 35% 19% 37% 31% 18% 32% 13% 27% 35%	74% 67% or Above 32% 20% 33% 26% 33% 26% 10% 27% 19% 22% 31%	* 2 3% - 13% - 13% - 3% - 3% - 4% - 4% - 4% - 4% - 4% -	71% 74% 68% 32% 21% 33% 26% 30% 34% 26% 10% 27% 18% 22% 31%	- 71% * * * *	-	* * * * * * * * * * * * * * * * * * * *		* * * * * * * * * * * *	73% 1 71% 74% 68% 31% 22% 22% 22% 22% 22% 23% 26% 10% 27% 18% 21% 31%	* 3 * 3 * 3 * 2 444% 2 * 2 47% 2 * 2 47% 2 47% 2 47% 2 30% 2 30% 2 30% 2 30% 2 30% 2 38% 1 * 1 * 3 88% 2 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1	22% 7 20% 7	73% 74% 79% 37% 33% 27% 32% 33% 27% 22% 22% 23% 31%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 26% 25% 30% 27% - 19% 22% * 11% 20% 23% 15% 22% 24% -	67% 68% - - - - - - - - - - - - - - - - - - -	-	80% 100% * * 45% * 50% 50% 42% 45% * 50% 60% *		
All Grades All Subjects Reading Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female	78% 82% Grad 47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 13% 27%	74% 67% or Above 32% 20% 33% 26% 30% 33% 26% 10% 27% 19% 22%	* 13% 13%	71% 74% 68% 32% 21% 33% 26% 30% 34% 26% 10% 27% 18% 22%	- 71% * * * *	-	* * * * * * * * * * * * * * * * * * * *	· · · ·	* * * * * * * * * * * *	73% 3771% 74% 68% 31% 48% 22% 42 25% 10 32% 42 25% 10 33% 33% 26% 31%	* 3 * 3 * 3 * 2 444% 2 * 2 47% 2 * 2 47% 2 47% 2 47% 2 30% 2 30% 2 30% 2 30% 2 30% 2 38% 1 * 1 * 3 88% 2 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1	22% 7 20% 7	73% 74% 79% 37% 33% 27% 32% 33% 27% 22% 22% 23% 31%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 25% 30% 27% - 19% 22% * 11% 20% 23% 19% 15% 22%	67% 68% - - - - - - - - - - - - - - - - - - -	-	80% 100% * * 45% * 50% 70% 50% 42% 45% * 50%		
All Grades All Subjects Reading Mathematics	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female	78% 82% Grad 47% 23% 50% 45% 50% 46% 22% 48% 21% 41% 50% 48%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 31% 18% 32% 35% 39%	74% 67% or Above 32% 20% 33% 26% 10% 27% 19% 22% 31% 37%	* 13% 13% 13% * 0% * * * * *	71% 74% 68% 21% 33% 26% 30% 34% 26% 10% 27% 31% 31% 37%	- 71% * * * *		* * * * * * * - * - * * - * - *		* * * * * * * * * * * * *	73% 1 71% 74% 68% 31% 21% 22% 22% 22% 22% 22% 22% 22% 22% 2	* 3 * 3 * 3 * 4 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3	20% : 20% : 20% : 20% : 9% : 20% : 0% : 0% :	73% 74% 79% 57% 33% 27% 32% 33% 27% 22% 22% 23% 31% 31%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 25% 30% 27% - 19% 22% * 11% 20% 23% 19% 15% 22% 24% - 33% 38%	67% 68% - - - - - - - - - - - - - - - - - - -	-	80% 100% * * 45% * 50% 50% 42% 45% * 50% 60% *		
All Grades All Subjects Reading Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD	78% 82% Grad 47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 26%	73% 79% e Level 34% 20% 35% 32% 37% 31% 31% 32% 37% 32% 35% 39% 22%	74% 67% or Above 32% 20% 33% 26% 30% 26% 10% 27% 19% 22% 31% 37% 29%	* 13% 13%	71% 74% 68% 32% 21% 33% 26% 30% 34% 26% 10% 27% 18% 32% 31% 37% 30%	- 71% * * * *	-	* * * * * * * - * - * * - *		* * * * * * * * * * * * * * * *	73% 1 71% 74% 68% 31% 21% 32% 225% 225% 225% 10% 226% 10% 27% 10% 27% 33% 36% 30%	* 3 * 3 * 3 * 444% 2 * 2 47% 2 * 2 47% 2 * 2 33% 2 33% 2 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1 * 1	20% : 20% :	73% 74% 79% 57% 33% 27% 32% 33% 27% 22% 23% 31% 31% 37%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 26% 25% 30% 27% - 19% 22% * 11% 20% 23% 19% 15% 15% 22% 24% - 33% 38%	67% 68% - 7% 33% 27% 33% 31% 24% 31% 35% *	-	80% 100% * * 45% * 50% 42% 45% * 50% 60% * * 45% *		
All Grades All Subjects Reading Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD	78% 82% Grad 47% 23% 50% 45% 50% 46% 22% 48% 21% 41% 50% 48% 22% 48% 21% 51%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 13% 27% 35% 39% 22% 40%	74% 67% or Above 32% 20% 33% 26% 33% 26% 10% 27% 19% 22% 31% 37% 29% 37%	* 2 3 3 3 3 3 3 3 3 3 3 4 3 3 3 4 5 5 5 5 5	71% 74% 68% 32% 21% 33% 26% 30% 26% 10% 27% 18% 22% 31% 37% 30% 38%	- 71% * * * *	-	* * * * * * * * * * * * * * * * * * * *		* - * * * * * * * * * * * * * * *	73% 1 71% 74% 68% 31% 22% 22% 22% 22% 22% 23% 26% 33% 26% 31% 31% 36% 30% 37%	* 3 * 3 * 3 * 44% 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3		73% 74% 79% 57% 33% 27% 32% 33% 27% 22% 33% 27% 23% 33% 27% 23% 33%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 26% 25% 26% 25% 27% - 19% 22% * 11% 20% 23% 19% 15% 22% 24% - 33% 38% 16% 28% 34% 39%	67% 68% - 7% 33% 27% 33% 31% 24% 31% 24% 31% 35% *	-	80% 100% * * 45% * 50% 50% 42% 45% * 50% 60% * *		
All Grades All Subjects Reading Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Students CWD CWOD EL	78% 82% Grad 47% 23% 50% 26% 45% 50% 46% 22% 48% 21% 41% 50% 48% 22% 48% 26% 51% 33%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 13% 27% 35% 39% 22% 40% 29%	74% 67% or Above 32% 20% 33% 26% 30% 33% 26% 10% 27% 19% 22% 31% 37% 29% 37% 33%	* 13% 13%	71% 74% 68% 32% 21% 33% 26% 30% 34% 26% 30% 34% 26% 31% 37% 30% 38% 32%	- 71% * * * *	-	* * * * * * * * * * * * * * * * * * * *	-	* -* * * * * * * * * * * * * *	73% + 71% 74% 68% 31% - 21% 32% - 25% 0 29% 0 33% + 25% 0 29% 0 33% + 26% + 27% + 21% 31% 31% 31% 36% + 30% 32%	* 3 * 3 * 3 * 444% 2 * 2 47% 2 47% 2 47% 2 47% 2 47% 2 33% 2 30% 1 * 1 * 1 * 1 * 1 * 2 50% 2 * 2 * 2 * 2 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3		73% 74% 79% 57% 33% - - 33% 32% 33% 227% 22% 23% 33% 227% 33% - - 27% 33% - - 27% 33% - - 27% 33% - - - 27% 33% - - - - - - - - - - - - - - - - -	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 26% 25% 26% 25% 27% - 19% 22% * 11% 20% 23% 19% 15% 15% 22% 24% - 33% 38% 16% 28% 33% 35%	67% 68% - 7% 33% 27% 33% 31% 24% 31% 24% 31% 35% *	-	80% 100% * * 45% * 50% 42% 45% * 50% 60% * * 45% *		
All Grades All Subjects Reading Mathematics	Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD	78% 82% Grad 47% 23% 50% 45% 50% 46% 22% 48% 22% 48% 20% 48% 20% 33% 48%	73% 79% e Level 34% 20% 35% 19% 32% 37% 31% 18% 32% 37% 35% 39% 22% 40% 29% 37%	74% 67% or Above 32% 20% 33% 26% 33% 26% 10% 27% 19% 22% 31% 37% 29% 37%	* 13% 13% - 13% - * * * * * * * * *	71% 74% 68% 32% 21% 33% 26% 30% 26% 10% 27% 18% 22% 31% 37% 30% 38%	- 71% * * * *		* * * * * * * * * * * * * * * * * * * *		* - * * * * * * * * * * * * * * * * * *	73% 1 71% 74% 68% 31% 22% 22% 22% 22% 22% 23% 26% 33% 26% 31% 31% 36% 30% 37%	* 3 * 3 * 3 * 444% 2 * 2 47% 2 47% 2 47% 2 47% 2 47% 2 33% 2 30% 1 * 1 * 1 * 1 * 1 * 2 50% 2 * 2 * 2 * 2 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3 * 3		73% 74% 79% 57% 33% 23% 33% 27% 22% 33% 227% 20% 23% 31% 31% 37% 34% 39%	74% 79% 71% 74% 74% 74% 68% - 26% 30% 9% 20% 27% 32% 26% 25% 26% 25% 27% - 19% 22% * 11% 20% 23% 19% 15% 22% 24% - 33% 38% 16% 28% 34% 39%	67% 68% - 7% 33% 27% 33% 31% 24% 31% 24% 31% 35% *	-	80% 100% * * 45% * 50% 42% 45% * * 45% * * 45% * *		

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	el																	
All Grades																					
All Subjects	All	21%	11%	11%	13%	10%	57%	-	*	-	*	11%	22%	3%	12%	8% 9%	13%	-	18%	-	-
	Students																				
	CWD	8%	5%	3%	-	3%	-	-	-	-	*	3%	*	3%	-	6% 2%	*	-	*	-	-
	CWOD	23%	12%	12%	13%	11%	57%	-	*	-	*	12%	24%	-	12%	9% 10%	13%	-	20%	-	-
	EL	9%	6%	8%	-	8%	*	-	*	-	-	8%	20%	6%	9%	8% 7%	10%	-	30%	-	-
	Male	20%	10%	9%	*	9%	*	-	*	-	*	9%	25%	2%	10%	7% 9%	-	-	10%	-	-
	Female	22%	12%	13%	0%	13%	*	-	*	-	*	13%	20%	*	13%	10% -	13%	-	25%	-	-
Reading	All	19%	9%	7%	*	6%	*	-	*	-	*	6%	25%	0%	7%	4% 5%	9%	-	9%	-	-
	Students																				
	CWD	7%	4%	0%	-	0%	-	-	-	-	*	0%	-	0%	-	* 0%	*	-	*	-	-
	CWOD	20%	10%	7%	*	7%	*	-	*	-	*	7%	25%	-	7%	5% 5%	9%	-	10%	-	-
	EL	7%	4%	4%	-	4%	*	-	-	-	-	4%	*	*	5%	4% 4%	6%	-	20%	-	-
	Male	16%	8%	5%	*	4%	*	-	-	-	*	4%	*	0%	5%	4% 5%	-	-	*	-	-
	Female	22%	11%	9%	*	8%	*	-	*	-	*	8%	*	*	9%	6% -	9%	-	*	-	-
Mathematics	s All	23%	15%	15%	*	15%	*	-	*	-	*	15%	20%	6%	16%	12% 13%	17%	-	27%	-	-
	Students																				
	CWD	10%	6%	6%	-	6%	-	-	-	-	*	6%	*	6%	-	11% 3%	*	-	*	-	-
	CWOD	25%	15%	16%	*	15%	*	-	*	-	*	16%	22%	-	16%	12% 15%	17%	-	30%	-	-
	EL	13%	9%	12%	-	11%	*	-	*	-	-	12%	*	11%	12%	12% 11%	13%	-	40%	-	-
	Male	23%	14%	13%	*	13%	*	-	*	-	*	13%	*	3%				-	*	-	-
	Female		15%	17%	*	17%	*	-	*	-	*	17%	*	*	17%	13% -	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			-								
Reading											
All Students	61	*	62	*	-	*	-	*	62	47	71
CWD	47	-	50	-	-	-	-	*	47	47	*
CWOD	64	*	63	*	-	*	-	*	64	-	75
EL	71	-	71	-	-	-	-	-	72	*	71
Male	64	-	65	-	-	-	-	*	64	43	74
Female	59	*	58	*	-	*	-	*	59	*	68
Mathematics											
All Students	57	*	56	*	-	*	-	*	57	58	52
CWD	58	-	55	-	-	-	-	*	58	58	54
CWOD	57	*	56	*	-	*	-	*	57	-	51
EL	52	-	51	*	-	-	-	-	52	54	52
Male	50	*	49	*	-	-	-	*	51	53	44
Female	64	*	63	*	-	*	-	*	63	*	61

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Federal Graduation Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
4-year Longitudinal Cohort Grad	uation 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
714	87	12%

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2017-18+Federal+Report+Card&... 4/10

Total EL in Class

2017-18 Federal Report Card Proficiency of EL

Rate of Proficiency

- 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 C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	37	*	37	*	-	*	-	*	37	*	33
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.

2 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	N	N
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	N		N						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	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
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

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 V	Ameri White India		Pacific Islander	Iwo or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	
https://rptsvr1.tea.texas.go	v/cgi/sas/broker?_service=ma	arykay&yea	ar4=20188	kyear2=18	&_debu	ug=0&sii	ngle=N&	title=20)17-18+F	ederal+	Repor	t+Card&	5/	10

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N

			African			American		Pacific	Two or More	Econ	Non Econ						
		Campus		Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	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%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	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% *	-
	CWD	100%	-	100%	- *	-	-	-	*	100%	-	100%		100%	100%		-
	CWOD	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%	-	-
	Female	100%	100%	100%	×	-	*	-	*	100%	×	*	100%	100%	-	100%	-
Mathematics	Students	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%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	*	100%	*	-	*	-	*	100%	*	100%	100%	100%	100%	-	-
	Female	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
Science	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participati																	
All Subjects	All Students	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%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-	0%	-
Reading	All	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	*	-
	CWOD	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%	-	-
	Female	0%	0%	0%	*	-	*	-	*	0%	*	*	0%	0%	-	0%	-
Mathematics	All Students	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%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	0%	*	0%	*	_	*	_	*	0%	*	0%	0%	0%	0%	-	_
	Female	0%	0%	0%	*	-	*	_	*	0%	0%	0%	0%	0%	-	0%	-
		0 /6	0 70	0 78		-		-		0 /0	0 78	0 /0	0 78	0 /6	-	078	-
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. 1*1

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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	17	*	13	*	*	*	*	*	10	
	Female	8	*	*	*	*	*	*	*	*	
	Total	25	8	17	*	*	*	*	*	14	
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

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2017-18 Federal Report Card

		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	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Folicies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Defermele to Levy Enferment	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
·	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions	Mala	*	*	*	*	*	*		*			
	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests		*		*	*	*	*					
	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	15(0)											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Male	42	*	38	*	*	*	*	*	20	5	*
	Female	42 28	*	38 26	*	*	*	*	*	20 20	Э *	*
	Total	70	*	64	*	*	*	*	*	40	7	*
				υ.							•	

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 physical attack or fight with a weapon *	Total
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 robbery with a weapon * Incidents of robbery with a firearm or explosive device * Incidents of robbery without a weapon *	*
Incidents of robbery with a firearm or explosive device * Incidents of robbery without a weapon *	e)
Incidents of robbery without a weapon *	
	JSIVE device
incidents of drysical attack of 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 *	a firearm or explosive device *
Incidents of threats of physical attack without a weapon *	out a weapon *
Incidents of possession of a firearm or explosive device *	vlosive 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 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 11.0	Percent 17.9%
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	3.3	5.7%

'-' 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.

Carda 2	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%	-	-	
Grade 7	5 000	4.07	50	40/			
Reading	5,298	1%	59	1%	-	-	
Mathematics	5,294	1%	59	1%	-	-	

Grade 8

	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%	12	2%				
Reading	43,730	1%	512	1%	6	2%				
Mathematics	39,178	1%	451	1%	6	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

Grade 4SubjectStudent GroupTXUSTXUSTXUSTXUSTXUSGrade 4Grade 44032333319191733Black4449343119191733Manelan Indian11622242335341032Amelan Indian1162333472335341032Padio Islander61642431317423366423331616Wao More Races332729314623328836				% Belo	w Basic	% At or At	oove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade 4 Reading Black Overall Hispanic 40 32 32 31 23 27 5 9 Hispanic 49 46 31 32 16 19 3 4 White 21 22 34 32 16 19 3 4 Arian 1 12 23 42 35 34 10 13 Arian 1 16 22 2 42 31 29 20 4 40 Coro More Reces 33 68 20 20 9 10 1 20 Studens with Disabilities 70 68 20 20 9 10 1 20 Mathematics Overall 18 20 40 39 33 32 8 8 Hispanic 21 29 45 44 20 23 13 15 Mathematin 10 <td< th=""><th>Grade</th><th>Subject</th><th>Student Group</th><th>тх</th><th>US</th><th>тх</th><th>US</th><th>тх</th><th>US</th><th>тх</th><th>US</th></td<>	Grade	Subject	Student Group	тх	US	тх	US	тх	US	тх	US
Grade 8 Reading Halpanic <											
Hispanic 49 46 31 32 16 19 3 4 Minic 21 22 34 32 16 19 3 4 Anenican Indian 16 16 23 25 42 37 19 22 Padit Islander - 42 - 31 - 23 14 42 31 - 23 14 42 31 - 23 11 10 11 22 30 8 11											
While 21 22 34 32 35 34 10 13 Anerican Indian 16 16 23 25 42 37 19 22 Pacific Islander 4 2 31 29 30 8 11 Econ Disadv 50 68 20 20 9 10 1 22 English Language Learners 68 20 20 9 10 1 22 Mathematics Overall 18 20 40 39 33 32 8 8 Hispanic 12 32 37 46 44 22 17 3 2 White 9 12 37 46 40 13 11 Arrerican Indian * 13 15 30 39 41 35 17 11 Econ Disadv 23 13 46 44 20 22 <											
American Indian • 52 • 28 • 17 • 3 Asian 16 16 23 23 24 37 19 22 Pacific Islander • 42 • 31 • 23 • 4 Two or More Races 50 46 32 32 16 18 2 3 Students with Disabilities 70 68 20 23 11 8 1 1 Mathematics Overall 18 20 40 39 33 32 8 8 Mathematics Overall 18 20 40 39 33 32 8 8 8 Mathematics Overall 18 20 40 39 33 32 8 8 8 13 16 40 13 13 13 13 13 13 13 13 13 14 2 34 35 34 42 44 43 44 43 44											-
Grade 8 Reading 16 16 16 23 25 42 17 19 22 Asian 100 or More Races 33 27 29 31 29 30 8 11 Econ Disadv 50 66 29 31 29 30 8 11 Mathematics Overall 18 20 09 9 10 1 22 Mathematics Overall 18 20 40 39 33 32 8 8 Hispanic 21 29 45 44 22 17 3 23 American Indian * 30 37 46 40 13 11											
Grade 8 Reading * 42 * 31 * 23 * 4 Woo of Wore Races 50 46 32 32 16 18 2 3 Students with Disabilities 70 68 20 20 9 10 1 2 Image 1 18 20 40 39 33 32 8 8 Black 18 20 40 39 33 32 8 8 Black 18 20 40 39 33 32 8 8 Mathematics Vorall 18 20 40 32 37 46 44 29 23 5 3 Muthematics 73 7 41 4 4 26 11 7 14 Asian 8 16 14 25 17 111 16 14 26 12 4 33				10							
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Grade 8 Reading Description 50 46 32 32 16 18 2 3 Mathematics Overall 18 20 40 39 33 32 8 8 Black 30 37 46 444 22 17 3 2 Mathematics Overall 21 29 45 444 29 23 5 3 Mathematics 11 * 31 * 44 * 21 37 46 40 13 11 Ansian 8 8 18 25 40 42 34 25 Pacific Islander * 23 31 46 44 25 22 4 3 Students with Disabilities 43 51 36 32 16 14 2 3 Students with Disabilities 43 51 42 44 20 22 1<											
Grade 8 Reading Overall Black 29 20 9 10 1 2 Grade 8 Overall Hispanic 18 20 40 39 33 32 8 8 Hispanic 30 37 46 44 22 17 3 2 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 14 36 39 41 35 17 11 Econ Disadv 23 31 43 32 16 14 2 34 21 2 34 23 Grade 8 Reading Overal 29 24 44 40 22 1 1 1 21											
English Language Learners 63 68 25 23 11 8 1 1 Mathematics Overall 18 20 40 39 33 32 8 8 Black 20 21 29 45 44 29 23 5 3 White 3 1 44 44 29 23 5 3 American Indian * 31 * 44 * 21 * 3 Pacific Islander * 29 * 42 * 25 40 42 3 26 11 35 17 11 5 17 11 5 33 35 36 34 35 16 44 25 22 4 3 35 35 36 34 33 35 45 10 12 3 36 36 36 36 36 36 36 36<			Econ Disadv	50	46	32	32	16	18	2	3
Mathematics Overall 18 20 40 39 33 32 8 8 Hispanic 21 29 45 44 22 17 3 2 White 9 12 32 37 46 40 13 11 American Indian 8 8 18 25 40 42 34 25 Acian 7 29 45 44 4 21 4 31 American Indian 8 8 18 25 40 42 34 25 Acian 7 29 7 42 7 25 7 4 Two or More Races 13 15 30 39 41 25 22 4 3 Students with Disabilities 43 51 44 40 26 32 2 4 Hispanic 74 44 39 31 6			Students with Disabilities	70	68	20	20	9	10	1	2
Grade 8 Reading 20 37 46 44 22 17 3 2 Hispanic 21 22 32 37 46 40 13 11 American Indian * 31 * 44 * 21 34 25 Pacific Islander * 23 31 * 44 * 21 34 25 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 Back 42 40 43 40 26 32 2 4 Hispanic 17 16 43 40 20 2 1 1 Mathematics Overall 17 16 44			English Language Learners	63	68	25	23	11	8	1	1
Grade 8 Reading 20 37 46 44 22 17 3 2 Hispanic 21 22 32 37 46 40 13 11 American Indian * 31 * 44 * 21 34 25 Pacific Islander * 23 31 * 44 * 21 34 25 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 Back 42 40 43 40 26 32 2 4 Hispanic 17 16 43 40 20 2 1 1 Mathematics Overall 17 16 44		Mathematics	Overall	18	20	40	39	33	32	8	8
Grade 8 Reading Overall 29 21 29 45 44 29 23 5 3 Grade 8 Netherican Indian * 31 * 44 * 21 * 33 Grade 8 Reading Overall 23 31 15 30 39 41 35 17 11 Grade 8 Reading Overall 23 31 46 44 25 22 4 3 Grade 8 Reading Overall 23 31 46 44 40 26 32 2 4 Hispanic 43 51 38 32 16 14 2 3 Hispanic 43 51 38 32 16 14 2 3 Hispanic 12 40 43 42 14 17 nn/a 1 1 Virbit 17 16 43 53<											
Grade 8 Reading Networks with Disabilities Overall Black 29 44 44 7 21 3 13 Grade 8 Reading Overall 23 31 46 44 7 21 7 32 Grade 8 Reading Overall 23 31 46 44 25 22 4 33 Grade 8 Reading Overall 29 47 44 39 23 13 46 44 25 22 4 33 Grade 8 Reading Overall 29 47 44 39 23 13 44 20 Grade 8 Reading Overall 29 24 44 40 43 42 14 17 n/a 1 1 Hispanic 34 33 45 44 20 22 1 1 1 1 1 1 1 1 1 1 1 <t< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></t<>											
American Indian * 31 * 44 * 21 * 32 Asian * 29 * 42 * 25 * 4 Two or More Races 13 15 30 39 41 35 17 11 Econ Disadv 23 31 44 25 22 4 3 Students with Disabilities 43 51 38 32 16 14 2 3 Grade 8 Reading Overall 29 24 44 40 26 32 2 4 Hispanic 43 42 40 43 42 14 17 n/a 1 White 17 16 43 39 37 39 36 6 Pacific Islander * 37 * 41 * 20 * 1 Pacific Islander * 37 * 41 * 20 * 1 Pacific Islander * 37 *											
Asian 8 8 18 25 40 42 34 25 Pacific Islander 1 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 Grade 8 Reading Overall 29 24 44 40 26 32 2 4 Black 42 40 43 42 14 17 n/a 1 White 17 16 43 39 37 39 3 6 Areian 8 13 29 30 53 45 10 12 Pacific Islander 7 35 42 40 31 36 5 6 Econ Disadv 38 35 45 43 16 20 1 1 Pacific Islander 38 35 45 43											
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 Grade 8 Reading Overall 29 24 44 40 26 32 2 4 Hispanic 34 33 45 44 20 22 1 1 Hispanic 34 33 45 44 20 22 1 1 Asian 8 13 29 30 53 45 10 12 Pacific Islander * 35 42 40 31 36 5 6 Con Disadv 38 35 45 43 <											
Grade 8 Reading Overall 29 42 20 42 20 44 Grade 8 Reading Overall 23 31 46 44 25 22 4 3 Grade 8 Reading Overall 29 47 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 White 17 16 43 39 37 39 3 6 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 Black <td></td>											
Grade 8 Reading Overall 23 31 46 44 25 22 4 3 Grade 8 Reading Overall 29 47 44 39 23 13 4 2 Grade 8 Reading Overall 29 47 44 39 22 14 17 n/a 1 White 17 16 43 39 37 39 3 6 American Indian * 37 * 41 * 20 * 1 Vite 17 16 43 39 37 39 3 6 American Indian * 37 * 41 * 20 * 1 Pacific Islander * 35 * 42 * 22 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2 * 2<											
Grade 8 Reading Overall 29 47 38 32 16 14 2 3 Grade 8 Reading Overall 29 24 44 40 26 32 2 4 Hispanic 34 33 45 44 20 22 1 1 White 17 16 43 39 37 39 3 6 American Indian * 37 * 41 * 20 * 1 Vinte 17 16 43 39 37 39 3 6 Mathematics Materican Indian * 37 * 41 * 20 * 1 Vinte 17 16 43 39 37 39 3 6 10 12 Pacific Islander * 35 * 42 40 31 36 5 6 Econ Disadv 38 35 45 43 16 20 1 1											
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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.

Texas Education Agency | Academics | Performance Reporting

December 2018