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

Campus Name: GARCIA YMLA Campus ID: 227901064 District Name: AUSTIN 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.

EI

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

										Two or			EL (Current
			All	African			American		Pacific	More	Econ	Special	and
		D !: 0040.47	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
Academic Performance (At Meets	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Grade Level or Above)	Reading/ELA	2017-18 through 2021-		3270	3170	60%	43%	7470	45%	30%	33%	1970	2970
		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%
		Baseline 2016-17											
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021- 22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through 2026-		31/0	40 /0	39 /0	45/0	02 /0	30 /6	J 4 /0	30 /0	23 /0	40 /0
		27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through 2031-											
		32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48%	59% 70%
		2032-33 Baseline 2016-17	13%	00%	70%	80%	13%	91%	75%	11%	08%	62%	70%
EL Progress		Rates											41%
ū		2017-18 through 2021-											
		22											42%
		2022-23 through 2026- 27											44%
		2027-28 through 2031-											4470
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17					/		/	/			
Rate		Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 tillough 2021-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through 2026-		00,0	00,0	00,0	00,0	55,5	00,0	20,0	30,0	00,0	00,0
		27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-		0.40/	0.40/	0.40/	0.40/	0.40/	040/	0.40/	0.40/	040/	0.40/
		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;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be A weighted average of the accountainty inductors will be computed in the finite of the interest in the unified of the interest of the interest

used by the State to determine consistent underperformance;

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

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

<u>Comprehensive Support and Improvement Schools</u> and <u>Additional Targeted Support Schools</u> list those campuses that have been identified for comprehensive support and additional targeted

Comprehensive Support and Improvement Schools and Additional Targeted Support Schools 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.

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		State	District	Campus		HispanicWl		nerican ndian		Pacific Alslander				CWD	CWOL	FI	Male	Femalel	Migranth	lomeless	Foster Care	
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STAAR Percent	t at Appro	aches	Grade	Level o	r Above																	
Grade 6					/																	
Reading	All	68%	69%	36%	30%	39%	*	*	*	-	*	35%	55%	33%	37%	26%	36%	-	-	*	-	-
	Students CWD	35%	32%	33%	*	33%	*	_	_		*	30%	*	33%	_	*	33%	_	_	_	_	_
	CWD		73%	37%	31%	40%	*	*	*	-	*	36%	*	33 /6	37%	27%	37%	-	-	*	-	-
	EL	42%	40%	26%	*	29%	*	*	*	_	_	27%	*	*	27%		26%	_	_	_	_	_
	Male	63%	65%	36%	30%	39%	*	*	*	_	*	35%	55%	33%	37%		36%	_	_	*	_	_
	Female		72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	s All	76%	73%	63%	48%	66%	*	*	*	-	*	62%	73%	63%	63%	63%	63%	-	-	*	-	-
	Students																					
		50%	44%	63%	*	67%	*	-	-	-	*	60%	*	63%	-		63%	-	-	-	-	-
	CWOD		77%	63%	50%	65%	*	*	*	-	*	62%	71%	-	63%		63%	-	-	*	-	-
	EL	61%	53%	63%	*	65%		*	*	-	-	63%	*	70%	62%		63%	-	-	-	-	-
		76%	74%	63%	48%	66%	•	•	•	-	•	62%	73%	63%	63%	63%	63%	-	-	•	-	-
	Female	1170	71%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7																						
Reading	All	73%	72%	49%	33%	54%	*	-	*	-	*	48%	56%	20%	55%	52%	49%	-	-	*	-	_
	Students																,.					
	CWD	37%	37%	20%	*	*	*	-	-	-	-	23%	*	20%	-	*	20%	-	-	-	-	-
	CWOD	77%	77%	55%	33%	61%	*	-	*	-	*	54%	83%	-	55%	59%	55%	-	-	*	-	-
	EL	44%	37%	52%	*	52%	*	-	*	-	-	53%	*	*	59%	52%	52%	-	-	-	-	-
	Male	69%	68%	49%	33%	54%	*	-	*	-	*	48%	56%	20%	55%	52%	49%	-	-	*	-	-
	Female	79%	77%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
														/								
Mathematics		71%	58%	52%	32%	58%	*	-	*	-	-	54%	*	33%	57%	57%	52%	-	-	*	-	-
	Students	400/	270/	220/	*	*	*					200/	*	220/		*	220/					
	CWD	42%	37% 62%	33% 57%	27%	64%	*	-	*	-	-	38% 57%	*	33%	- -70/	620/	33%	-	-	*	-	-
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	Tomalo	1070	0070																			
Grade 8																						
Reading	All	85%	85%	67%	71%	66%	*	-	*	-	*	64%	100%	27%	77%	49%	67%	-	-	*	-	-
•	Students																					
	CWD	49%	50%	27%	*	*	-	-	-	-	-	27%	-	27%	-	*	27%	-	-	*	-	-
	CWOD	88%	89%	77%	84%	75%	*	-	*	-	*	73%	100%	-	77%	54%	77%	-	-	*	-	-
	EL	58%	58%	49%	*	52%	-	-	*	-	-	49%	-	*	54%	49%	49%	-	-	-	-	-
	Male	82%	82%	67%	71%	66%	*	-	*	-	*	64%	100%	27%	77%	49%	67%	-	-	*	-	-
	Female	88%	88%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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Mathematics		85%	83%	84%	76%	92%	•	-	•	-	•	84%	92%	55%	92%	90%	84%	-	-	•	-	-
	Students CWD	53%	48%	55%	*	77%						55%		55%		700/	55%			*		
	CWOD		88%	92%	96%	95%	*	-	*		*	92%	92%	-	92%		92%	-		*	_	_
	EL	73%	62%	90%	*	91%	_	_	*	_	_	90%	*	78%	93%		90%	_	_	_		_
	Male	82%	81%	84%	76%	92%	*	_	*	_	*	84%	92%	55%	92%		84%	_	_	*	_	_
	Female		85%	-	-	-	_	_	_	_	_	-	-	-	-	-	-	_	_	_	_	_
Science	All	75%	74%	60%	58%	63%	*	-	*	-	*	59%	70%	29%	67%	47%	60%	-	-	*	-	-
	Students																					
	CWD	39%	37%	29%	*	*	-	-	-	-	-	29%	-	29%	-	*	29%	-	-	*	-	-
	CWOD	78%	79%	67%	71%	68%	*	-	*	-	*	67%	70%	-	67%	49%	67%	-	-	*	-	-
	EL	46%	42%	47%	*	50%	-	-	*	-	-	47%	-	*	49%		47%	-	-	-	-	-
		74%		60%	58%	63%	*	-	*	-	*	59%	70%	29%	67%	47%	60%	-	-	*	-	-
	Female	76%	76%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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End of Course		020/	000/	000/	1000/	960/	*		*			000/	*		000/	1000/	000/			*		
Algebra I	All Students	02%	88%	90%	100%	86%		-		-	-	88%		-	90%	100%	90%	-	-		-	-
	CWD	47%	60%	-	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
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	EL	67%		100%	-	100%	_	_	_	-	_	100%	_	_	100%			_	_	_	-	_
		78%	85%	90%	100%	86%	*	_	*	_	_	88%	*	_		100%		_	_	*	_	_
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Two

												Two or		Non									
					Afri	can		1	American	1	Pacific		Econ									Foster	
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Reading	All Students	38%	6 449	% 119	% 15	%	10%	•	•	•	-	•	9%	27%	29%	7%	3%	11%	-	-	•	-	-
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	Femal						-	_	_	_	_	_	-	-	-	-	-	-	_	_	_	_	_
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Mathematic		39%	6 279	% 19 9	% 11	%	21%	*	-	*	-	-	20%	*	13%	21%	25%	19%	-	-	*	-	-
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	CWOE	139					28% 5%	_	-	*	-	_	25% 4%	73%	*	31% 3%	3% 4%	31% 4%	-	-	_	-	-
	Male	449				%	25%	*	_	*	_	*	23%	73%	14%	31%	4%	28%	_	_	*	_	_
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	CWOD	30% 30%					46% 50%	_	-	*	-	_	45% 50%	42%	33%	45% 53%	53% 49%		-	-	_	-	-
	Male	48%				%	42%	*	_	*	_	*	40%	42%	23%	45%			_	_	*	_	_
	Femal						-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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	EL	29% 29%					100%	_	-	_	-	-	100%	_	-	100%			-	-	_	-	-
	Male	49%					81%	*	-	*	_	_	81%	*	_		100%		_	-	*	_	-
	Femal						-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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AAR Percer	nt at Mast	ers G	rade L	_evel																			
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	Male	15%				%	3%	*	*	*	-	*	2%	9%	0%	3%	1%	2%	-	-	*	-	-
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AAR Percent Il Grades All Subjects Reading Mathematics	Male Female at Appro All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female at Meets All Students CWD Students CWD	28% 34% aches 77% 45% 80% 60% 74% 79% 73% 80% 69% 77% 80% 52% 83% 79% 48% 82% 79% 48% 82% 79% 48% 82% 79% 48% 82% 48% 82% 79%	33% 37% 6 Grade 77% 48% 81% 60% 75% 80% 75% 43% 79% 53% 71% 78% 80% 53% 84% 69% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 79% 81% 81% 81% 81% 81% 81% 81% 81% 81% 81	80% 53% - Level or 59% 37% 64% 54% 59% - 50% 27% 55% 41% 50% - 68% 69% 68% - 60% 29% 67% 60% - or Abov 27% 22%	29%	80% 62% - 62% 40% 66% 56% 62% - 52% 24% 57% 43% 52% - 72% 63% 63% 63% 63% -	* 72%	* * * * * * * * * * * * * * * * * * * *	- 50% * 50% - * * * * * * * * * * * * * * * * * *	-	* 67% - 54% - * * * * * * * * * * * * * * * * * *	58% 58% 37% 62% 558% - 48% 27% 53% 42% 67% 51% 71% 70% 67% - 59% 29% 26% 20%	73% 36% 81% 73% - 71% - 83% 71% - 75% - 70% - 70% - 49% 36%	37% 37% 38% 37% 27% 27% 50% 50% 50% 29% 29% 22% 22%	53% - 64% - 55% - 55% - 72% - 72% - 67% - 67% - 29% - 29% -	80% - 54% 38% 57% 54% - 41% 18% 45% 41% - 69% 57% 71% 69% - 47% * 49% 47% - 50% 16%	53% - 59% 37% 64% 55% - 50% 27% 68% 69% 66% - 60% 29% 22% 22%			* 85% - 75% - 73% * * 80% - * * * * - * * * - * * * * * * * * *		
All Grades All Subjects Reading Mathematics Science CAAR Percent All Grades All Subjects	Male Female at Appro All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Students CWD CWOD EL Male Female At Meets All Students CWD CWOD EL Male Female at Meets All Students CWD CWOD EL Male Female	28% 34% aches 77% 45% 80% 60% 77% 73% 39% 77% 52% 80% 79% 48% 82% 79% 48% 82% 79% 48% 80% Gradi 47% 23% 50%	33% 37% 37% 33% 37% 37% 33% 37% 37% 35% 35% 35% 35% 35% 35% 35% 35% 35% 35	80% 53% - Level or 59% 37% 64% 54% 59% - 50% 27% 65% 41% 50% - 68% 69% 68% - 60% 29% 67% 47% 60% - or Above 27% 22% 29%	29% - 29% - 52% - 33% 57% 32% 52% - 46% - 46% - 56% - 56% - 58% * 71% * 58% - 29% - 29% - 26% 30%	80% 62% - 62% 40% 66% 56% 62% - 52% 24% 57% 43% 52% - 72% 63% - 63% - 63% - 100% 63% - 100% 63% 63% -	* 72%	* * * * * * * * * * * * * * * * * * * *	- 50% * 50% - * * * * * * * * * * * * * * * * * *	-	* 67% - 54% - * * * * * * * * * * * * * * * * * *	58% 58% 37% 62% 55% 55% 42% 42% 42% 47% 59% 29% 67% 47% 59% 26% 20% 20% 27%	73% 36% 81% 73% - 71% * 83% 71% - 75% * * 75% - 70% - 70% - 49%	37% 37% 38% 37% 27% 27% 50% 50% 50% 29% 29% 29% 22% 22%	53% - 64% - 64% 57% 64% - 55% 45% 55% - 72% - 67% - 67% 67% - 29%	80% - 54% 38% 57% 54% - 41% 18% 45% 41% - 69% 69% 57% 71% 69% 69% 47% 47% - 20% 16% 20%	53%			* 85% - 75% - 73% * 73% - 80% - * * * * * - * * * * - * * * 40%		
All Grades All Subjects Reading Mathematics Science CAAR Percent All Grades All Subjects	Male Female at Appro All Students CWD CWOD EL Male Female at Meets All Students CWD CWOD EL Male Female	28% 34% aches 77% 45% 80% 74% 79% 73% 39% 77% 80% 52% 80% 48% 80% Grade 47% 23% 50% 26%	33% 37% 6 Grade 77% 48% 81% 60% 75% 80% 75% 43% 79% 53% 71% 78% 80% 53% 84% 69% 79% 81% 79% 51% 83% 59% 79% 80%	80% 53% - Level or 59% 37% 64% 54% 59% - 50% 27% 55% 41% 50% - 68% - 60% 29% 68% - 60% 29% 67% 47% 60% - or Abov 27% 22% 29% 20%	29%	80% 62% - 62% 40% 66% 56% 62% - 52% 24% 57% 43% 52% - 72% 59% 74% 71% 72% - 63% - 48% 50% 63% -	* 72% * 57% - 46% * 46% - 69% * * * - * * - * * - * * - * * 25% * * 28% * *	* * * * * * * * * * * * * * * * * * * *	- 50% * 50% - * * * * * * * * * * * * * * * * * *	-	* 67% - 54% - * * * * * * * * * * * * * * * * * *	54% - 58% 37% 62% 55% 58% - 48% 27% 53% 42% 48% - 67% 51% 70% 67% - 59% 29% 67% 47% 59% - 26% 20% 20% 20%	73% 36% 81% 73% - 71% - 75% - 75% - 70% - 70% - 49% 36% 53%	37% 37% 38% 37% - 27% 27% - 50% 50% - 50% - 29% 29% - 22% 22% 22%	53% - 64% - 64% - 55% - 72% - 72% - 67% - 67% 49% 67% - 29% 29% 20%	80% - 54% 38% 57% 54% - 41% 18% 45% 41% - 69% 69% - 47% 47% - 20% 16% 20%	53%			* 85% - 75% - 73% - 80% - * * * - * - * - * - * - * - * - * -		
Reading Mathematics Science CAAR Percent All Grades All Subjects	Male Female at Appro All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Students CWD CWOD EL Male Female At Meets All Students CWD CWOD EL Male Female at Meets All Students CWD CWOD EL Male Female	28% 34% aches 77% 45% 80% 60% 74% 79% 73% 80% 75% 69% 77% 80% 82% 79% 48% 82% 79% 48% 82% 48% 69% 47% 48% 80%	33% 37% 37% 33% 37% 37% 33% 37% 37% 35% 37% 36% 375% 36% 375% 36% 379% 379% 381% 379% 379% 381% 379% 379% 381% 379% 379% 379% 379% 379% 379% 379% 379	80% 53% - Level or 59% 37% 64% 54% 59% - 50% 27% 65% 41% 50% - 68% 69% 68% - 60% 29% 67% 47% 60% - or Above 27% 22% 29%	29% - 29% - 52% - 33% 57% 32% 52% - 46% - 46% - 56% - 56% - 58% * 71% * 58% - 29% - 29% - 26% 30%	80% 62% - 62% 40% 66% 56% 62% - 52% 24% 57% 43% 52% - 72% 63% - 63% - 63% - 100% 63% - 100% 63% 63% -	* 72% * 72% * 57% - 46% * 46% - 69% * * 69% - * * - * * - * * - * * 25% * 28%		- 50% * 50% - * * * * * * * * * * * * * * * * * *	-	* 67% - 54% - * * * * * * * * * * * * * * * * * *	58% 58% 37% 62% 55% 55% 42% 42% 42% 47% 59% 29% 67% 47% 59% 26% 20% 20% 27%	73% 36% 81% 73% - 71% - 83% 71% - 75% - 70% - 70% - 49% 36%	37% 37% 38% 37% 27% 27% 50% 50% 50% 29% 29% 29% 22% 22%	53% - 64% - 64% - 55% - 72% - 72% - 67% - 67% 49% 67% - 29% 29% 20%	80% - 54% 38% 57% 54% - 41% 18% 45% 41% - 69% 69% 57% 71% 69% 69% 47% 47% - 20% 16% 20%	53%			* 85% - 75% - 73% * 73% - 80% - * * * * * - * * * * - * * * 40%		

or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Reading ΑII 46% 51% 23% 23% 23% 20% 52% 18% 24% 12% 23% Students CWD 22% 24% 18% 26% 15% 17% 18% **CWOD 48%** 54% 24% 22% 24% 25% 21% 58% 24% 13% 24% 22% 7% FΙ 21% 23% 12% 13% 12% 13% 12% 12% Male 41% 47% 23% 23% 23% 23% 20% 52% 18% 24% 12% 23% 18% Female 50% 55% Mathematics All 48% 33% 30% 23% 30% 44% 27% 31% 29% 31% 50% 51% 31% Students CWD 26% 26% 27% 27% 25% 27% 27% CWOD 51% 30% 31% 55% 31% 34% 25% 30% 44% 30% 31% 56% ĒL 33% 34% 29% 31% 29% 25% 30% 29% 29% Male 47% 51% 31% 33% 30% 23% 30% 27% 31% 29% 31% 50% Female 49% 51% Science ΑII 49% 53% 33% 36% 31% 30% 60% 14% 37% 13% 33% Students 23% 14% **CWD** 25% 14% 14% 35% CWOD 52% 42% 34% 60% 37% 14% 37% 57% 37% 21% 22% 13% 14% 13% 14% 13% 13% EL 50% 36% 30% 60% 14% Male 54% 33% 31% 37% 33% 13% Female 49% STAAR Percent at Masters Grade Level All Grades All Subjects ΑII 21% 25% 9% 7% 9% 4% 7% 8% 8% 19% 4% 10% 5% 9% 13% Students **CWD** 8% 9% 9% 1% 4% 0% 4% 0% 4% CWOD 23% 10% 6% 7% 11% 8% 15% 27% 10% 7% 11% 24% 6% 10% 10% 0% 0% EL 9% 5% 5% 5% 6% 5% 5% Male 20% 24% 9% 7% 9% 4% 7% 8% 8% 19% 4% 10% 5% 9% 13% Female 22% 26% Reading 19% 10% 8% 11% 8% 8% 29% 1% 12% 6% 10% 18% Students CWD 7% 8% 1% 4% 0% 2% 1% 0% 1% **CWOD 20%** 27% 12% 9% 13% 13% 10% 38% 12% 7% 12% 22% 0% FΙ 7% 8% 6% 7% 6% 7% 6% 6% Male 16% 22% 10% 8% 11% 8% 8% 29% 1% 12% 6% 10% 18% Female 22% 28% 7% 5% 8% 0% 6% 9% 6% 7% 4% 7% 10% Mathematics All 23% 25% Students CWD 10% 10% 6% 14% 2% 6% 6% 0% 6% 9% 0% 7% 11% CWOD 25% 27% 7% 3% 6% 12% 5% 7% EL 13% 14% 4% 5% 4% 0% 5% 4% 4% Male 23% 25% 7% 5% 8% 0% 6% 9% 6% 7% 4% 7% 10% Female 24% Science ΑII 22% 26% 11% 12% 11% 10% 20% 5% 12% 2% 11% Students **CWD** 7% 8% 5% 5% 5% **CWOD 24%** 29% 13% 13% 20% 12% 3% 12% 11% 12% EL 5% 6% 2% 2% 2% 3% 2% 2%

Two

11%

12%

11%

23% 28%

Female 21%

Male

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.

20% 5%

10%

2%

11%

12%

	All	African		18/1-14	American		Pacific	Two or More	Econ	OMB	
Academic Growth Score	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	58	53	60	68	*	*	-	*	58	51	57
CWD	51	55	53	*	-	-	-	*	53	51	52
CWOD	60	53	62	79	*	*	-	*	59	_	58
EL	57	*	57	*	*	*	-	-	58	52	57
Male	58	53	60	68	*	*	-	*	58	51	57
Female	-	-	-	-	-	-	-	-	-	-	-
Mathematics											
All Students	57	56	56	82	*	83	-	*	57	62	58
CWD	62	64	62	*	-	-	-	*	61	62	61
CWOD	56	54	55	86	*	83	-	*	55	-	58
EL	58	*	57	*	*	*	-	-	59	61	58
Male	57	56	56	82	*	83	-	*	57	62	58
Female	_	-	-	-	-	-	-	-	-	-	-

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

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

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 Gra	year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017														
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
187	27	14%

- *' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' 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 Achi			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	32	29	33	*	*	*	-	*	31	21	26
School Quality (College, Career	r, and Military	Readines	ss Performa	nce)							
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- '-' 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	Υ	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	Υ	N						N	Υ	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N						N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Υ
Interim Goals (2023-2027)	44%
Target Met	Υ
Interim Goals (2028-2032)	46%
Target Met	Υ
Long-Term Goals	46%
Target Met	Υ

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
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%

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е																
All Subjects	All Students	99%	100%	99%	100%	*	100%	-	100%	99%	100%	98%	100%	100%	99%	_	-
,	CWD	98%	100%	97%	100%	-	-	-	*	98%	100%	98%	-	98%	98%	-	_
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	-	_
	EL	100%	100%	99%	100%	*	100%	-	-	100%	100%	98%	100%	100%	100%	-	-
	Male	99%	100%	99%	100%	*	100%	-	100%	99%	100%	98%	100%	100%	99%	-	_
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	All Students	100%	100%	100%	100%	*	100%	_	100%	100%	100%	99%	100%	100%	100%	_	_
3	CWD	99%	100%	98%	100%	-	-	-	*	98%	100%	99%	-	100%	99%	-	-
	CWOD	100%	100%	100%	100%	*	100%	-	*	100%	100%	-	100%	100%	100%	-	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	-	_
	Male	100%	100%	100%	100%	*	100%	_	100%	100%	100%	99%	100%	100%	100%	-	_
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	99%	100%	99%	100%	*	100%	_	100%	99%	100%	97%	100%	99%	99%	_	_
	CWD	97%	100%	95%	100%	-	-	_	*	97%	100%	97%	-	97%	97%	_	_
	CWOD	100%	100%	100%	100%	*	100%	_	*	100%	100%	-	100%	99%	100%	_	_
	EL	99%	100%	99%	100%	*	100%	_	_	99%	100%	97%	99%	99%	99%	_	_
	Male	99%	100%	99%	100%	*	100%	_	100%	99%	100%	97%	100%	99%	99%	_	_
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Science	All Students	99%	100%	99%	*	_	*	_	*	99%	100%	100%	99%	100%	99%	_	_
	CWD	100%	100%	100%	_	-	-	_	_	100%	-	100%	-	100%	100%	-	_
	CWOD	99%	100%	98%	*	-	*	_	*	99%	100%	-	99%	100%	99%	_	_
	EL	100%	*	100%	_	-	*	-	-	100%	-	100%	100%	100%	100%	-	-
	Male	99%	100%	99%	*	-	*	_	*	99%	100%	100%	99%	100%	99%	_	_
	Female		-	-	-	-	-	-	-	-	-	-	-	-	-	-	_
Non-Participation																	
All Subjects	All Students	1%	0%	1%	0%	*	0%	_	0%	1%	0%	2%	0%	0%	1%	_	_
7 til Gabjeoto	CWD	2%	0%	3%	0%	_	-	_	*	2%	0%	2%	-	2%	2%	_	_
	CWOD	0%	0%	0%	0%	*	0%	_	0%	0%	0%	-	0%	0%	0%	_	_
	EL	0%	0%	1%	0%	*	0%	_	-	0%	0%	2%	0%	0%	0%	_	_
	Male	1%	0%	1%	0%	*	0%	_	0%	1%	0%	2%	0%	0%	1%	_	_
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Reading	All Students	0%	0%	0%	0%	*	0%	_	0%	0%	0%	1%	0%	0%	0%	_	_
rtodding	CWD	1%	0%	2%	0%	_	-	_	*	2%	0%	1%	-	0%	1%	_	_
	CWOD	0%	0%	0%	0%	*	0%	_	*	0%	0%	-	0%	0%	0%	_	_
	EL	0%	0%	0%	0%	*	0%	_	_	0%	0%	0%	0%	0%	0%	_	_
	Male	0%	0%	0%	0%	*	0%	_	0%	0%	0%	1%	0%	0%	0%	_	_
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics	All Students	1%	0%	1%	0%	*	0%		0%	1%	0%	3%	0%	1%	1%		
iviati ici iidlics	CWD	3%	0%	5%	0%	_	0 /6	-	*	3%	0%	3%	-	3%	3%	-	_
	CWOD	0%	0%	0%	0%	*	0%	-	*	0%	0%	-	0%	1%	0%	_	_
	EL	1%	0%	1%	0%	*	0%	_		1%	0%	3%	1%	1%	1%		
	Male	1%	0%	1%	0%	*	0%	-	0%	1%	0%	3%	0%	1%	1%	-	-
	Female	170	U /0	170	U /0		0%	-	U /0	1 /0	U% -	3%	U% -	1 /0	1 /0	-	-
	remale	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-
Science	All Students		0%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	CWD	0%	0%	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	-	-
	CWOD	1%	0%	2%	*	-	*	-	*	1%	0%	-	1%	0%	1%	-	-
	EL	0%	*	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%	-	-
	Male	1%	0%	1%	*	-	*	-	*	1%	0%	0%	1%	0%	1%	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Students with Disabilities Section 504)
Students Without Disabilities In-School Suspensions		otadonto	Amorioan	mopanio	***************************************	Nunvo	Aoian	ioianaoi	Nuoco		Dioabilitioo (00000011
III-3CIIOOI 3usperisions	Male	97	35	56	*	*	*	*	*	29		
	Female	*	*	*	*	*	*	*	*	*		
	Total	97	35	56	*	*	*	*	*	29		
Out-of-School Suspensions												
	Male	51	19	28	*	*	*	*	*	13		
	Female	*	*	*	*	*	*	*	*	*		
Eunulaiana	Total	51	19	28	*	*	*	*	*	13		
Expulsions With Educational Services	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
Cabaal Dalatad Arresta	Total	•	•	•	•	•	•	•	•	•		
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	45	17	26	*	*	*	*	*	11		
	Female	*	*	*	*	*	*	*	*	*		
	Total	45	17	26	*	*	*	*	*	11		
Students With Disabilities In-School Suspensions												
	Male	24	8	14	*	*	*	*	*	5		17
	Female	*	*	*	*	*	*	*	*			*
Out-of-School Suspensions	Total	24	8	14	-		-		-	5		17
Out-of-School Suspensions	Male	20	8	10	*	*	*	*	*	*		13
	Female	*	*	*	*	*	*	*	*	*		*
	Total	20	8	10	*	*	*	*	*	*		13
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Mither to Educational Consists	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total	-	-	-	-	-	-	-	-	-		-
Referrals to Law Efficientement	Male	17	5	8	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	17	5	8	*	*	*	*	*	*		*
All Students			-	-								
Chronic Absenteeism												
	Male	70	20	41	5	*	*	*	*	14	17	11
	Female	*	*	*		*	*	*	*	*	*	*
	Total	70	20	41	5	*	*	*	*	14	17	11

	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	97
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	29
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Freschool Frograms											
	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.
- Ų.
- 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 6.0	Percent 14.2%
Teachers Teaching with Emergency or Provisional Credentials	3.2	8.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.1	0.3%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

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

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

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	104	2%	-	-
Mathematics	6,020	1%	104	2%	-	-
Grade 4 Reading	6,061	1%	102	2%	-	-
Mathematics	6,056	1%	102	2%	-	-
Grade 5 Reading	6,162	2%	103	2%	-	-
Mathematics	6,160	1%	103	2%	-	-
Science	6,164	1%	103	2%	-	-
Grade 6 Reading	5,678	1%	96	2%	7	5%
Mathematics	5,677	1%	96	2%	7	5%

Reading	State Number of ALT2 5,298	State Rate of ALT2 1%	District Number of ALT2 73	District Rate of ALT2 1%	Campus Number of ALT2 *	Campus Rate of ALT2 *
Mathematics	5,294	1%	73	2%	*	*
Grade 8 Reading	5,088	1%	61	1%	*	*
Mathematics	5,087	2%	61	1%	*	*
Science	5,087	1%	61	1%	*	*
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	29	3%
Reading	43,730	1%	688	1%	13	3%
Mathematics	39,178	1%	607	2%	13	3%
Science	16,112	1%	236	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 Percentages at NAEP Achievement Levels

			% Pala	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	vo Advanced
Grade	Subject	Student Group	TX	US	TX	US	78 At OI ADO	US	TX	US
Grade 4		•		32	32	31	23	27	5	9
Graue 4	Reading	Overall	40		32 34					
		Black	44	49		31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35 *	34	10	13
		American Indian		52		28		17		3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		English Language Learners	29	71	77	39	25	13	7	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	ŭ	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	*	ĭ
		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
			65	61	29	29			•	1
		Students with Disabilities					6	9	n/a	•
		English Language Learners	62	68	33	27	5	5	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 Disady	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
			61	71	32	23	o 7	, 5	1	1
		English Language Learners	01	/ 1	32	23	,	5	1	ı

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

Source: TEA Division of Student Assessment

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

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

Data are not available.

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