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

Campus Name: STOCKDALE J H Campus ID: 247906041 District Name: STOCKDALE 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander			Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Out deserting Date A Vanual and Marketing I		32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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 scaled to grades Å (90-00), B (80-89), Ć (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

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

targeted support and improvement plans under subsection (d)(2);

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

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection. Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.

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

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, ELA/reading, and science by grade level and proficiency level for the 2017-18 school year. These results include all students tested, regardless of whether they were in the accountability subset.

											Two		N									
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
	;	State	District	Campus	Americar	nHispanio	cWhite	Indian	Asia	ınIslande	rRaces	Disadv	Disad	/CWD	CWOD	EL	Male	Female	/ligrant	Homeles	s Care	Military
STAAR Percen	nt at Appro	aches	Grade	Level o	r Above																	
Grade 6 Reading		68%	71%	71%	-	68%	74%	*	-	-	-	65%	80%	55%	74%	*	66%	76%	*	*	-	*
	Students CWD	35%	55%	55%	_	*	*	_	_	_	_	*	*	55%	_	*	56%	*	*	*	_	_
	CWOD		74%	74%	-	73%	74%	*	-	-	-	70%	81%	-	74%	*	70%	77%	*	*	-	*
	EL	42%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	-	-
	Male Female	63%	66% 76%	66% 76%	-	65% 71%	67% 80%	*	-	-	-	59% 72%	80% 80%	56%	70% 77%	*	66%	- 76%	*	*	-	*
	remale	12/0	7070	10/0	-	/ 1 /0	00 /0		-	-	-	12/0	00 /0		11 /0		-	1070		-	-	-
Mathematic	s All Students	76%	79%	79%	-	71%	89%	*	-	-	-	73%	88%	58%	83%	*	82%	76%	*	*	-	*
		50%	58%	58%	-	*	*	-	_	-	-	*	*	58%	-	*	60%	*	*	*	-	-
	CWOD		83%	83%	-	77%	91%	*	-	-	-	79%	90%	-	83%	*	91%	77%	*	*	-	*
	EL	61%	*	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	-	-
		76%	82%	82%	-	81%	83%	-	-	-	-	83%	80%	60%	91%	*	82%		*	*	-	*
	Female	77%	76%	76%	-	59%	93%	*	-	-	-	61%	93%	*	77%	*	-	76%	*	-	-	-
Grade 7																						
Reading	All Students	73%	77%	77%	-	72%	81%	-	-	-	-	65%	93%	*	80%	*	74%	81%	*	*	-	-
		37%	*	*	-	*	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD		80%	80%	-	77%	82%	-	-	-	-	69%	93%	-	80%	*	74%	88%	*	*	-	-
	EL	44%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-
		69%	74%	74%	-	72%	76%	-	-	-	-	58%	100%	*	74%	*	74%	- 040/	*	*	-	-
	Female	79%	81%	81%	-	73%	88%	-	-	-	-	77%	86%		88%	-	-	81%	-		-	-
Mathematic	s All Students	71%	84%	84%	-	80%	87%	-	-	-	-	85%	82%	86%	84%	*	84%	84%	*	*	-	-
	CWD	42%	86%	86%	-	*	*	-	-	-	-	*	*	86%	-	-	*	*	-	*	-	-
	CWOD		84%	84%	-	82%	85%	-	-	-	-	85%	80%	-	84%	*	85%	82%	*	*	-	-
	EL	52%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	69%	84% 84%	84% 84%	-	79% 82%	88% 86%	-	-	-	-	80% 93%	100% 73%	*	85% 82%	*	84%	84%	*	*	-	-
	remale	13%	0470	04%	-	0270	00%	-	-	-	-	93%	1370		0270		-	0470	-		-	-
Grade 8																						
Reading	All Students	85%	89%	89%	*	90%	88%	-	-	-	-	86%	93%	67%	95%	*	94%	83%	-	*	-	-
		49%	67%	67%	-	78%	*	-	-	-	-	73%	*	67%	-	*	83%	*	-	*	-	-
	CWOD		95%	95% *	*	95% *	95%	-	-	-	-	94%	96%	-	95%	-	96%	94%	-	*	-	-
	EL	58%	*		- *		-	-	-	-	-	~	-	000/	-	*	~ ~ ~	-	-	-	-	-
	Male Female	82% 88%	94% 83%	94% 83%	_	94% 85%	92% 82%	-	-	-	-	94% 75%	93% 92%	83%	96% 94%	_	94%	83%	-	*	-	-
		0070	0070	0070		0070	0270					. 0 / 0	0270		0.70			0070				
Mathematic	s All Students	85%	89%	89%	*	86%	92%	-	-	-	-	79%	100%	54%	100%	*	90%	88%	-	*	-	-
		53%	54%	54%	_	60%	*	_	_	_	_	50%	*	54%	_	*	*	*	_	*	_	_
	CWOD		100%	100%	*	100%	100%	-	-	_	-	100%	100%	-	100%	-	100%	100%	-	*	-	-
	EL	73%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		82%	90%	90%	*	87%	93%	-	-	-	-	80%	100%	*	100%	*	90%	<u>-</u>	-		-	-
	Female	87%	88%	88%	-	86%	91%	-	-	-	-	79%	100%	*	100%	-	-	88%	-	*	-	-
Science	All Students	75%	81%	81%	*	81%	79%	-	-	-	-	67%	96%	46%	91%	*	90%	69%	-	*	-	-
	CWD	39%	46%	46%	-	50%	*	_	_	_	_	42%	*	46%	_	*	*	*	_	*	_	_
	CWOD			91%	*	95%	86%	-	-	-	-	83%	96%	-	91%	-	100%	79%	-	*	-	-
		46%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
		74%		90%	*	88%	92%	-	-	-	-	81%	100%		100%	*	90%	-	-	*	-	-
	Female	76%	69%	69%	-	71%	67%	-	-	-	-	50%	92%	*	79%	-	-	69%	-	*	-	-
End of Course																						
Algebra I		82%	92%	100%	*	100%	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	-	*	-	-
	Students CWD	47%	67%	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD			100%	*	100%	100%	- ) -	-	-	-	*	100%	-	100%	-	100%	100%	-	*	-	-
	EL	67%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		78%		100%	*		100%	-	-	-	-	*	100%	-	100%		100%	-	-	*	-	-
	Female	87%	93%	100%	-	*	*	-	-	-	-	*	*	-	100%	-	-	100%	-	-	-	-

# STAAR Percent at Meets Grade Level or Above

Two or Non African Pacific More Econ Econ Foster American StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Reading ΑII 38% 40% 40% 35% 44% 33% 52% 27% 43% 38% 42% Students CWD 22% 27% 27% **CWOD 40%** 40% 43% 36% 52% 43% 43% 42% 43% 14% EL Male 34% 38% 38% 40% 33% 32% 50% 22% 43% 38% Female 42% 42% 42% 29% 53% 33% 53% 42% 42% 45% Mathematics All 43% 44% 34% 59% 39% 52% 33% 46% 42% Students CWD 23% 33% 33% 33% 30% **CWOD 46%** 46% 46% 40% 57% 45% 48% 46% 52% 42% 24% EL Male 44% 45% 45% 38% 58% 35% 70% 30% 52% 45% 42% Female 42% 42% 42% 29% 60% 44% 40% Grade 7 51% 46% 66% 59% 56% Reading ΑII 55% 55% 59% 54% Students CWD 23% CWOD 50% 59% 59% 65% 55% 50% 70% 59% 60% 58% EL 16% Male 42% 54% 54% 61% 48% 38% 80% 60% 54% Female 53% 56% 56% 55% 56% 62% 50% 58% 56% 32% Mathematics All 39% 41% 41% 36% 45% 36% 53% 29% 43% 52% Students CWD 20% 29% 29% 29% **CWOD 41%** 43% 43% 41% 44% 38% 53% 43% 33% 55% 17% EL Male 38% 32% 32% 36% 29% 28% 50% 33% 32% Female 40% 52% 52% 36% 64% 50% Grade 8 Reading ΑII 48% 55% 55% 50% 58% 41% 70% 17% 66% 59% 50% Students CWD 23% 17% 22% 18% 0% **CWOD 51%** 66% 66% 62% 67% 56% 73% 66% 73% 56% FΙ 13% 0% Male 44% 59% 59% 47% 69% 35% 87% 73% 59% Female 53% 50% 50% 54% 45% 50% 50% 56% 50% Mathematics All 50% 58% 58% 55% 60% 38% 81% 23% 69% 60% 56% Students CWD 25% 23% 23% 20% CWOD 53% 69% 69% 74% 64% 53% 80% 69% 75% 61% 30% Male 48% 60% 60% 47% 71% 27% 93% 75% 60% 56% Female 53% 56% 64% 45% Science All 50% 61% 61% 68% 50% 50% 74% 38% 68% 77% 42% Students CWD 23% 38% 38% 50% 42% 38% **CWOD 53%** 68% 57% 68% 84% 47% 68% 76% 56% 77% EL 19% 77% 76% 93% 51% 77% 75% 63% 84% Male Female 50% 42% 42% 57% 25% 36% 50% 47% 42% End of Course Algebra I ΑII 53% 72% 100% 100% 100% 100% 100% 100% 100% Students CWD 19% 22% CWOD 58% 80% 100% 100% 100% 100% 100% 100% 100% 29% Male 49% 71% 100% 100% 100% 100% 100% 100% Female 58% 74% 100% 100% 100% STAAR Percent at Masters Grade Level Grade 6 30% 30% Reading ΑII 18% 22% 22% 14% 13% 36% 0% 26% 13% Students CWD 8% 0% 0% 0% 0% **CWOD 20%** 26% 26% 17% 35% 15% 43% 26% 32% 17% 15% 5% Male 13% 13% 10% 17% 30% 0% 17% 13% 30% Female 22% 30% 30% 18% 40% 40% 32% Mathematics ΑII 18% 14% 8% 22% 10% 20% 8% 15% 6% 21% Students CWD 9% 8% 8% 8% 10% **CWOD** 19% 15% 15% 10% 22% 12% 19% 15% 4% 23% FΙ 6% 18% 6% 6% 4% 10% 10% Male 5% 8% 4% 6% 21% Female 17% 21% 21% 23% 12% 33% 17% 27% Grade 7 28% 32% 38% ΑII 32% 27% 16% 52% 36% 36% 26% Reading Students CWD

Two or Non African Pacific More Econ Foster American Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military **CWOD 30%** 36% 36% 42% 30% 19% 56% 36% 40% 29% 6% EL 24% 36% 36% 39% 33% 13% 73% 40% Male 36% Female 33% 36% 23% 26% 26% 26% 19% 29% 29% Mathematics All 18% 9% 9% 12% 6% 5% 18% 14% 8% 13% 4% Students CWD 7% 14% **CWOD** 19% 8% 8% 14% 4% 6% 13% 8% 11% 5% FΙ 5% Male 17% 13% 13% 14% 12% 8% 33% 11% 13% Female 18% 4% 9% 0% 0% 9% 5% 4% 4% Grade 8 ΑII 26% 30% 33% 29% 41% 8% 36% 38% 21% 30% 21% Reading Students 8% 11% 9% 0% CWD 8% 36% 28% 33% 42% **CWOD** 36% 36% 43% 28% 46% 22% 4% Male 22% 38% 38% 41% 38% 18% 60% 0% 46% 38% Female 30% 21% 21% 23% 18% 25% 17% 21% 22% Mathematics All 15% 25% 25% 31% 20% 17% 35% 8% 31% 33% 16% Students CWD 9% 8% 8% 10% 8% 8% CWOD 23% 36% 42% 16% 31% 31% 42% 24% 31% 17% 6% EL Male 14% 33% 33% 40% 29% 20% 47% 42% 33% Female 16% 16% 16% 21% 9% 18% 17% 16% 14% Science ΑII 27% 33% 33% 35% 33% 20% 48% 43% 45% 19% Students CWD 8% 0% 0% 0% 0% CWOD 29% 43% 43% 52% 38% 33% 50% 43% 56% 26% EL 6% Male 29% 45% 45% 41% 58% 25% 67% 56% 45% Female 25% 19% 19% 29% 8% 14% 25% 26% 19% End of Course Algebra I ΑII 31% 42% 82% 88% 75% 85% 82% 83% 80% Students **CWD** 7% 11% CWOD 34% 46% 82% 88% 75% 85% 82% 83% 80% 12% EL 83% 28% 37% 83% 80% 89% 83% Male Female 34% 48% 80% 80% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects ΑII 82% 100% 78% 85% 74% 92% 59% 87% 50% 83% 80% 64% Students CWD 45% 58% 59% 56% 64% 53% 80% 59% 62% 53% **CWOD 80%** 100% 81% 87% 45% 88% 72% 88% 87% 85% 88% 93% 85% EL 60% 38% 50% 50% 50% 45% 50% 67% 62% 77% 84% 83% 100% 85% 95% Male 74% 81% 76% 88% 67% 83% 80% Female 79% 80% 85% 88% 53% 85% 50% 82% 75% 72% Reading ΑII 73% 80% 79% 76% 81% 71% 89% 60% 82% 78% 80% 55% Students CWD 39% 60% 58% 71% 60% 68% 45% CWOD 77% 91% 63% 86% 82% 81% 83% 75% 82% 80% 85% 52% 26% Male 69% 79% 78% 76% 78% 68% 93% 68% 80% 78% 82% 80% 76% 83% 74% 85% 45% 85% 80% Female 77% Mathematics All 80% 86% 85% 80% 90% 80% 93% 63% 90% 87% 83% 82% Students 60% CWD 52% 64% 63% 57% 73% 56% 86% 67% 63% 88% **CWOD 83%** 89% 90% 86% 93% 86% 93% 90% 93% 86% 56% EL 70% 87% 90% 82% 95% 60% 93% 83% Male 78% 88% 84% 87% 83% Female 82% 82% 83% 75% 91% 77% 90% 67% 86% Science ΑII 81% 81% 79% 90% 69% Students CWD 48% 50% 42% CWOD 82% 91% 91% 95% 86% 96% 91% 100% 79% 83% 58% Male 78% 92% 90% 88% 92% 81% 100% 100% 90% Female 80% 80% 69% 71% 67% 50% 92% 69% STAAR Percent at Meets Grade Level or Above All Grades 32% 100% 49% 67% 27% 58% 6% 55% All Subjects All 52% 54% 41% 49% Students 37% CWD 23% 22% 36% 22% 47% 25% 27% 20% 100% 0% 63% CWOD 50% 60% 58% 57% 57% 47% 69% 58% 52% 44% 26% 7% 6% 6% 0% 6% 11%

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		State	District	Campus	African American	Hienani		America:		Pacific			Econ	CWD	CWOL	FI	Mala	Fomale	Migrant	Homeless	Foster	
	Male	45%	55%	55%	100%	52%	56%	-	-	-	-	37%	81%	20%				-	*	23%		*
	Female		53%	49%	-	46%	53%	*	-	-	-	46%	53%	37%	52%	*	-	49%	*	42%	-	-
Reading	All	46%	52%	50%	*	47%	51%	*	-	-	-	40%	63%	20%	55%	*	50%	49%	*	18%	-	*
	Students CWD	22%	17%	20%		16%	27%					17%	29%	20%		*	11%	36%	*	*		
	CWD		59%	55%	*	55%	55%	*	-	-	-	46%	66%	20%	- 55%	*	60%	51%	*	25%		*
	EL	21%	5%	*	_	*	-	_	_	_	_	*	-	*	*	*	*	*	*	-	_	_
	Male	41%	51%	50%	*	49%	50%	_	_	_	_	35%	75%	11%	60%	*	50%	_	*	*	_	*
	Female		54%	49%	-	44%	52%	*	-	-	-	47%	51%	36%	51%	*	-	49%	*	*	-	-
Mathematics		48%	54%	52%	*	46%	58%	*	-	-	-	40%	69%	28%	57%	*	52%	52%	*	45%	-	*
	Students	/																		*		
	CWD	26%	31%	28%	-	14%	55%	-	-	-	-	16%	71%	28%	-	*	20%	42%	*		-	-
	CWOD EL		58%	57% *		54%	59%	-	-	-	-	47%	69%	-	57%	*	59%	54%	*	63%	-	-
		33%	6%	52%	*		56%	-	-	-	-	220/	- 020/	20%	59%	*	52%		*	33%	-	*
	Male Female	47%	54% 54%	52% 52%	_	46% 45%	60%	*	-	-	-	33% 49%	83% 56%	42%	54%	*	32%	- 52%	*	3370	-	
	remale	4970	3470	<b>32</b> %	-	4370	00%		-	-	-	4970	30%	4270	34 70		-	3270			-	-
Science	All	49%	60%	61%	*	68%	50%	-	-	-	-	50%	74%	38%	68%	*	77%	42%	-	*	-	-
	Students																					
	CWD	23%	31%	38%	-	50%	*	-	-	-	-	42%	*	38%	-	*	*	*	-	*	-	-
	CWOD		67%	68%	*	76%	57%	-	-	-	-	56%	77%	-	68%	-	84%	47%	-	*	-	-
	EL.	21%	*		-	700/	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	50%	67%	77%	•	76%	75%	-	-	-	-	63%	93%		84%	•	77%	400/	-		-	-
	Female	49%	52%	42%	-	57%	25%	-	-	-	-	36%	50%	•	47%	-	-	42%	-	•	-	-
STAAR Percent All Grades All Subjects	All	21%		26%	17%	26%	26%	*	_	_	_	15%	40%	5%	30%	0%	29%	22%	*	8%	_	*
-	Students																					
	CWD	8%	8%	5%	470/	4%	8%	-	-	-	-	3%	13%	5%	-	*	4%	7%	*	*	-	-
	CWOD		29%	30%	17%	32%	28%	*	-	-	-	19%	43%	-	30%	0%		24%	*	11%	-	*
	EL	9%	5% 26%	0% 20%	470/	0%	30%	-	-	-	-	0%	- 54%	40/	0%	0%		•	*	450/	-	-
	Male Female	20%	26% 24%	29% 22%	17% -	29% 22%	21%	*	-	-	-	13% 17%	27%	4% 7%	35% 24%	0%	29%	- 22%	*	15% 0%	-	
	remale	2270	2470	2270	-	2270	2170		-	-	-	17 70	2170	1 70	24 70		-	2270		070	-	-
Reading	All Students	19%	24%	28%	*	27%	28%	*	-	-	-	16%	43%	3%	32%	*	29%	26%	*	0%	-	*
	CWD	7%	6%	3%	-	5%	0%	-	-	-	-	4%	0%	3%	-	*	0%	9%	*	*	-	-
	CWOD		27%	32%	*	32%	32%	*	-	-	-	19%	47%	-	32%	*	36%	29%	*	0%	-	*
	EL	7%	5%	*	-	*	-	-	-	-	-	*		*	*	*	*	*	*	-	-	-
	Male	16%	22%	29%	*	29%	30%	-	-	-	-	11%	58%	0%	36%	*	29%	-	*	*	-	*
	Female	22%	26%	26%	-	24%	26%	*	-	-	-	23%	29%	9%	29%	*	-	26%	*	*	-	-
Mathematics	All Students	23%	26%	22%	*	22%	21%	*	-	-	-	12%	35%	9%	24%	*	25%	18%	*	9%	-	*
	CWD	10%	12%	9%	-	5%	18%	-	-	-	_	4%	29%	9%	-	*	10%	8%	*	*	-	-
	CWOD	25%	28%	24%	*	27%	21%	*	-	-	-	15%	35%	-	24%	*	28%	20%	*	13%	-	*
	EL	13%	6%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	*	-	-	-
	Male	23%	28%	25%	*	25%	23%	-	-	-	-	12%	45%	10%	28%	*	25%	-	*	17%	-	*
	Female	24%	24%	18%	-	18%	19%	*	-	-	-	13%	24%	8%	20%	*	-	18%	*	*	-	-
Science	All Students	22%	27%	33%	*	35%	33%	-	-	-	-	20%	48%	0%	43%	*	45%	19%	-	*	-	-
	CWD	7%	3%	0%	_	0%	*	_	_	_	_	0%	*	0%	_	*	*	*	_	*	_	_
	CWOD		32%	43%	*	52%	38%	-	-	-	-	33%	50%	-	43%	_	56%	26%	-	*	-	-
	EL	5%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-	-
	Male	23%	33%	45%	*	41%	58%	-	-	-	-	25%	67%	*	56%	*	45%	-	-	*	-	-
	Female	21%	19%	19%	-	29%	8%	-	-	-	-	14%	25%	*	26%	-	-	19%	-	*	-	-

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

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	African	Hanania	\A/la:4a	American Indian	<b>A</b> = ! = :=	Pacific	Two or More	Econ	CWD	
Academic Growth Score	Students	American	Hispanic	White	indian	Asian	Islander	Races	Disadv	CWD	EL
Reading											
All Students	63	*	59	68	*	-	-	-	54	54	*
CWD	54	-	53	55	-	-	-	-	55	54	*
CWOD	65	*	61	70	*	-	-	-	53	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	63	*	62	67	-	-	-	-	53	53	*
Female	63	-	56	69	*	-	-	-	55	56	*
Mathematics											
All Students	67	*	61	73	*	-	-	-	64	74	*
CWD	74	-	64	91	-	-	-	-	66	74	*
CWOD	65	*	60	70	*	-	-	-	63	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	69	*	65	72	-	-	-	-	66	71	*

Indicates zero observations reported for this group.

ΔII African Pacific Two or More American **Econ** Students American Hispanic White CWD EL Indian Disadv Asian Islander Races 64 56 60 80 Female 73

### 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	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

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
*	*	*

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

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

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

Student Success (Student Achi			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	53	*	51	55	*	-	-	-	43	*	*
School Quality (College, Caree	r, and Military	Readines	s Performa	ince)							
%Students meeting CCMR	-	-	-	-	-	_	-	-	-	-	_

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status			•								
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ		Υ	N					Υ	N	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Υ	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	Υ		Υ	Υ					Υ	Υ	
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ		Υ	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) 42% Target Met Interim Goals (2023-2027) 44%

<sup>...</sup> Indicates there are no students in the group.

<sup>...</sup> Indicates zero observations reported for this group.

Indicates there are no students in the group.

<sup>&#</sup>x27;n/a' Indicates the student group is not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met Interim Goals (2028-2032) Target Met			·								46%
Long-Term Goals Target Met											46%
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.

		Campus	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Fomalo	Migrant
Participation Rat	е	Campus	American	Tilspailic	vviiite	iliulali	Asiaii	isianuei	Naces	Disauv	Disauv	CIID	CWOD		Wate	i ciliale	Wilgrant
All Subjects	All Students	100%	100%	100%	100%	*	_	_	_	100%	100%	100%	100%	100%	100%	100%	100%
· ··· - ···· <b>,</b> - · · ·	CWD	100%	-	100%	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%	*
	Male	100%	100%	100%	100%	_	_	_	_	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	*	100%	100%	*	_	_	_	100%	100%	100%	100%	100%	100%	100%	*
3	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	*
	CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	*
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	*
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	*	-	100%	*
Mathematics	All Students	100%	*	100%	100%	*	_	_	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	*	100%	100%	*
	CWOD	100%	*	100%	100%	*	-	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	*	*	*
	Male	100%	*	100%	100%	-	_	-	-	100%	100%	100%	100%	*	100%	-	*
	Female	100%	-	100%	100%	*	-	-	-	100%	100%	100%	100%	*	-	100%	*
Science	All Students	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%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	-	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	*
	Male	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	*	0%	0%	*
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	*
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	*
	Female	0%	-	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%	0%	*
	CWOD	0%	*	0%	0%	*	-	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	*
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	*
	Female	0%	-	0%	0%	*	-	-	-	0%	0%	0%	0%	*	-	0%	*
Science	All Students	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	0%	-
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	-	-	0%	0%	-	0%	-	0%	0%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	-	*	*	-	-
	Male	0%	*	0%	0%	-	-	-	-	0%	0%	0%	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	-	-	0%	-

Two or More Non Pacific Econ African American Econ Asian Islander Races Disadv Disadv CWD CWOD Campus American Hispanic White Indian Male Female Migrant

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.

		Total students	African	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with	Students with Disabilities (Section 504)
Students Without Disabilities		Students	American	mapanic	Wille	Native	Asiaii	isianuei	Naces		Disabilities	(Section 304)
In-School Suspensions												
· ·	Male	19	*	8	11	*	*	*	*	*		
	Female	7	*	5	*	*	*	*	*	*		
	Total	26	*	13	13	*	*	*	*	*		
Out-of-School Suspensions												
·	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												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
	Male	10	*	5	5 *	*	*	*	*	*		8
	Female	5	*	5		*	*	*	*	*		*
	Total	15	*	10	5	*	*	*	*	*		10
Out-of-School Suspensions		*	*	*	*							
	Male .	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*		*		*	*			*
	Total	•	•	•	•	•	•	•	•	•		•
Expulsions	Mada											
With Educational Services	Male		*									
	Female		*									
Without Educational Commission	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies		*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	iotai											
School-Related Affests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
Totalials to Law Elliotoellell	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iotai											
Chronic Absenteeism												
J J	Male	10	*	5	5	*	*	*	*	*	8	*
	Female	13	*	5	8	*	*	*	*	*	5	*
	Total	23	*	10	13	*	*	*	*	*	13	*

	Iotai
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	14
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	*

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

Indicates zero observations reported for this group.

Total 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
<b>G</b>	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.

... - . .

	All S	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	5.8%
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	0.9	5.5%

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%	*	*	-	-
Mathematics	6,020	1%	*	*	-	-
Grade 4 Reading	6,061	1%	_	_	_	_
rteading	0,001	1 70	-	-	-	-
Mathematics	6,056	1%	-	-	-	-
Grade 5 Reading	6,162	2%	*	*	-	-
Mathematics	6.160	1%	*	*	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	6,164	1%	*	*	-	-
Grade 6 Reading	5,678	1%	*	*	*	*
Mathematics	5,677	1%	*	*	*	*
Grade 7 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8 Reading	5,088	1%	*	*	*	*
Mathematics	5,087	2%	*	*	*	*
Science	5,087	1%	*	*	*	*
End of Course English I	4,868	1%	0	0%	-	-
English II	4,556	1%	*	*	-	-
Algebra I	4,884	1%	0	0%	-	-
Biology	4,861	1%	0	0%	-	-
All Grades All Subjects	99,020	1%	19	2%	12	3%
Reading	43,730	1%	9	2%	5	3%
Mathematics	39,178	1%	7	2%	5	3%
Science	16,112	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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	3	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		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 Disady	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
		Liigiisii Laiiguage Leaiileis	03	00	25	23	""	O	•	
	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
0 1 0	<b>5</b> "	0 "	00	0.4		40	00	00		
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17 *	16	43 *	39	37 *	39	3	6
		American Indian		37		41		20		1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		1 "-					• •		•	•

			% Belo	w Basic	% At or A	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ Disadv	40	45	40	37	17	15	3	3
		Students with Disabilities	67	69	23	22	8	7	2	2
		English Language Learners	61	71	32	23	7	5	1	1

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

<b>Grade</b> Grade 4	<b>Subject</b> 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.

### 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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<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.