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

Campus Name: MISSION WEST EL Campus ID: 079907129 District Name: FORT BEND ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessments related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for All student group.

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

										Two			EL
			All	African			American		Pacific	or More	Econ	Special	(Current and
				American	Hispanic	White	Indian	Asian	Islander			Educ	Former)
Academic Performance (At Meets		Baseline 2016-17			·								,
Grade Level or Above)	Reading/ELA	Rates 2017-18 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2021-22 2022-23 through	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2026-27 2027-28 through	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-20 tillough 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	7270	0070	0370	00 70	1270	01 70	1070	1070	01 70	00 /0	0070
	Mathematics	Rates 2017-18 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2021-22 2022-23 through	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2026-27 2027-28 through	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2031-32	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											41%
		2017-18 through 2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2021-22 2022-23 through	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2026-27 2027-28 through	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		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 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);

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.

											Two										
											or		Non								
		State	Dietrict	Campue	African	Hienania		America				Econ		,cwp	CWOL) El Malo	Fomaloi	MigrantHo		Foster	
		State	District	Campus	American	пізраніс	VVIIILE	illulali	ASIAIII	Sialiue	Naces	Disauv	Disau	VCVVD	CVVOL	J EL IVIAIE	remale	wiigiaiitho	illeless	Care	wiiiitai y
STAAR Percent	at Appro	aches	Grade	Level or	Above																
Grade 3 Reading	All	77%	81%	70%	73%	68%	*	*	100%			74%	56%	47%	75%	75% 67%	75%		*		_
	Students	11 /0	0170	10 /0	1370	00 70			100 /0	_	-	7 4 70	30 70	41 /0	1370	13/001/0	1370	-		_	-
	CWD	51%	53%	47%	*	50%	-	-	*	-	-	50%	*	47%	-	71% 55%	*	-	-	-	-
	CWOD	79%	84%	75%	81%	72%	*	*	100%	-	-	78%	60%	-	75%	75% 70%	81%	-	*	-	-
	EL	70%	72%	75%	*	73%	*	*	100%	-	-	75%	71%	71%		75% 70%		-	*	-	-
	Male	74%	78%	67%	64%	64%	*	*	*	-	-	68%	*	55%		70% 67%		-	-	-	-
	Female	: 79%	84%	75%	87%	72%	*	-	*	-	-	81%	55%	*	81%	79% -	75%	-	*	-	-
Mathematics	All	77%	82%	70%	68%	68%	*	*	100%	-	_	71%	61%	35%	76%	84% 67%	73%	-	*	-	-
:	Students																				
	CWD	52%	53%	35%	*	*	-	-	*	-	-	*	*	35%	-	* *	*	-	-	-	-
	CWOD		85%	76%	71%	79%	*	*	100%	-	-	79%	60%	-	76%	91% 74%		-	*	-	-
	EL	74%	79%	84%	*	83%	*	*	100%	-	-	84%	86%	*		84% 78%		-	*	-	-
	Male	77%	82%	67%	59%	68%	*	*	*	-	-	70%		*				-	-	-	-
	Female	18%	82%	73%	80%	69%		-		-	-	73%	73%		79%	92% -	73%	-		-	-
Grade 4																					
Reading	All	72%	78%	63%	64%	58%	*	*	90%	-	*	60%	86%	*	67%	56% 62%	65%	-	*	-	-
,	Students																				
	CWD	46%	47%	*	*	*	*	*	*	-	-	*	-	*	-	* *	*	-	-	-	-
	CWOD		81%	67%	77%	59%	*	*	89%	-	*	64%	86%	-		57% 65%		-	*	-	-
	EL	60%	61%	56%	*	50%	-	*	83%	-	-	55%	*	*				-	*	-	-
	Male	70%	76%	62%	50%	63%	*	-	100%	-	*	58%	*	*		67% 62%		-	*	-	-
	Female	15%	80%	65%	82%	54%				-		61%	80%		70%	48% -	65%	-		-	-
Mathematics		77%	81%	75%	76%	69%	*	*	100%	-	*	73%	86%	43%	79%	71% 75%	75%	-	*	-	-
,	Students CWD	49%	47%	43%	*	*	*	*	*			43%		43%		* *	*				
	CWD		84%	43% 79%	86%	71%	*	*	100%		*	78%	- 86%	43%	- 79%	75% 80%	78%	-	*	-	-
	EL	72%	72%	71%	*	68%		*	100%	-		69%	83%	*	75%	71% 76%		-	*	-	-
	Male	77%	80%	75%	67%	75%	*	_	100%	-	-	73%	*	*	80%	76% 75%		-	*		-
	Female		82%	75%	91%	64%	*	*	100%	-	*	73%	80%	*		67% -	75%	-	*	-	-
Grade 5 Reading	All	83%	88%	81%	83%	81%	*	*	78%	_	*	77%	91%	44%	80%	82% 70%	87%	_	*	*	*
	Students		0070	0170	0070	0170			1070			1170	0170	1170	00 70	02701070	01 70				
	CWD	54%	54%	44%	*	56%	-	*	*	-	*	*	*	44%	-	* *	*	-	-	*	-
	CWOD	87%	91%	89%	90%	87%	*	-	88%	-	*	87%	94%	-	89%	87% 83%	92%	-	*	-	*
	EL	73%	75%	82%	*	82%	*	-	*	-	-	81%	83%	*	87%	82% 73%	85%	-	-	-	-
	Male	81%	86%	70%	73%	78%	*	*	*	-	*	64%	88%	*			-	-	-	*	*
	Female	86%	90%	87%	100%	82%	*	-	*	-	*	85%	93%	*	92%	85% -	87%	-	*	-	-
Mathamatica	ΔII	90%	91%	070/	000/	0.50/	*	*	1000/	_	*	84%	050/	E20/	050/	900/ 700/	91%		*	*	*
	All Students	90%	91%	87%	88%	85%			100%	-		84%	95%	53%	95%	89% 79%	91%	-			
· ·	CWD	70%	62%	53%	*	*	_	*	*	_	*	38%	*	53%	_	* 50%	*	_	_	*	_
	CWOD		94%	95%	90%	95%	*	-	100%	-	*	95%	94%	-	95%	95% 92%	96%	-	*	-	*
	EL	86%	87%	89%	*	85%	*	-	100%	-	-	88%	92%	*	95%	89% 83%		-	-	-	-
	Male	89%	91%	79%	88%	67%	*	*	100%	-	*	73%	100%	50%	92%	83% 79%	-	-	-	*	*
	Female	91%	92%	91%	89%	90%	*	-	*	-	*	90%	93%	*	96%	91% -	91%	-	*	-	-
0-1	A.II	750/	770/	050/	700/	57 0/			000/			000/	0.40/		750/	E00/ 0E0/	050/				
Science	All Students		77%	65%	76%	57%	•	•	89%	-	•	66%	64%	•	75%	58% 65%	65%	-	•	•	•
•		48%	46%	*	*	*	_	*	*	_	*	*	*	*	_	* *	*	_	_	*	_
	CWOD		81%	75%	85%	66%	*	_	100%	_	*	78%	67%	_	75%	66% 83%	71%	_	*	_	*
	EL	62%	58%	58%	*	56%	*	_	*	_	_	67%	*	*		58% 67%		-	_	_	_
	Male	76%	77%	65%	69%	56%	*	*	*	-	*	58%	88%	*		67% 65%		-	-	*	*
	Female	75%	77%	65%	89%	58%	*	-	*	-	*	71%	50%	*	71%	55% -	65%	-	*	-	-
STAAR Percent	at Meets	Grad	e I evel	or Abov	6																
Grade 3		- Cruu		J. 700V	-																
Reading	All	43%	51%	30%	32%	25%	*	*	50%	-	-	31%	22%	12%	33%	29% 23%	38%	-	*	-	-
	Students																				
	CWD	28%	28%	12%	*	10%	-	-	*	-	-	14%	*	12%	-	14% 18%	*	-	-	-	-
	CWOD		53%	33%	35%	28%	*	*	60%	-	-	34%	27%	-		32% 24%		-	*	-	-
	EL	32%	33%	29%	*	28%	*	*	50%	-	-	27%	43%	14%		29% 19%		-	*	-	-
	Male	40%	48%	23%	27%	14%	*	*	*	-	-	24%	*	18%		19% 23%		-	-	-	-
	Female	45%	54%	38%	40%	34%	*	-	*	-	-	41%	27%	*	43%	42% -	38%	-	*	-	-

Two

											or		Non								
				_	African			merica				Econ								Foster	
Mathematics	ΔII		District 55%	Campus: 39%	Americar 41%	Hispanic 33%	White	Indian *	Asianls 83%	slander -	Races	Disadv 39%				EL Male 47% 39%		/ligrantH -	lomeless *	Care	Militar
	Students	1070	0070	00 /0	1170	0070			0070			0070	0070	1070	10 70	11 70 00 70	1070				
	CWD	30%	34%	18%	*	*	-	-	*	-	-	*	*	18%	-	* *	*	-	-	-	-
	CWOD		57%	43%	42% *	40%	*	*	80%	-	-	44%	40%	-		50% 43%	43%	-	*	-	-
	EL Male	39% 47%	45% 55%	47% 39%	41%	40% 29%	*	*	83%	-	-	45% 38%	57% *	*		47% 41% 41% 39%	54%	-	•	-	-
	Female		55%	39% 40%	40%	38%	*	_	*	-		41%	36%	*		54% -	40%	-	*		
	romaic	1070	0070	4070	1070	0070						1170	0070		10 70	0170	1070				
Grade 4																					
Reading	All	45%	56%	31%	39%	21%	*	*	60%	-	*	29%	43%	*	34%	19% 32%	29%	-	*	-	-
	Students CWD	28%	30%	*	*	*	*	*	*	_		*	_	*		* *	*	_	_	_	_
	CWOD		58%	34%	50%	22%	*	*	56%	_	*	32%	43%	_	34%	20% 35%	33%	_	*	-	_
	EL	29%	31%	19%	*	13%	-	*	33%	-	-	19%	*	*	20%	19% 24%	15%	-	*	-	-
	Male	43%	55%	32%	28%	29%	*	-	60%	-	-	28%	*	*		24% 32%	<u>-</u>	-	*	-	-
	Female	47%	57%	29%	55%	14%	*	*	*	-	*	29%	30%	*	33%	15% -	29%	-	*	-	-
Mathematics	ΔΙΙ	48%	56%	35%	34%	25%	*	*	90%	_	*	32%	57%	21%	37%	29% 35%	35%	_	*	_	_
	Students	1070	0070	0070	0170	2070			0070			0270	01 70	2170	01 70	20700070	0070				
	CWD	29%	29%	21%	*	*	*	*	*	-	-	21%	-	21%	-	* *	*	-	-	-	-
	CWOD		58%	37%	45%	24%	*	*	89%	-	*	33%	57%	-		30% 38%	37%	-	*	-	-
	EL	38%	40%	29%	*	21%	-	*	83%	-	-	26%	50% *	*		29% 43%	19%	-	*	-	-
	Male Female	48%	56% 55%	35% 35%	22% 55%	33% 18%	*	*	100% 80%	-	*	32% 32%	50%	*		43% 35% 19% -	- 35%	-	*	-	-
	i emale	→1 70	JJ 70	JU /0	JJ /0	10 /0			JU 70	-		JZ 70	JU 70		JI 70	13/0 -	JJ /0	-		-	-
Grade 5																					
Reading	All	53%	63%	45%	42%	47%	*	*	67%	-	*	41%	59%	6%	54%	39% 42%	47%	-	*	*	*
	Students	2001	2001	60/	*	4401			*			*		001		* -					
	CWD	30% 56%	33% 66%	6% 54%	* 50%	11% 55%	*	_	* 75%	-	*	* 50%	* 67%	6% -	- 54%	* * 45% 54%	* 54%	-	*	_	*
	EL	35%	32%	54% 39%	50% *	38%	*	-	10%	-	_	50% 41%	33%	*	54% 45%	45% 54% 39% 45%	54% 36%	-	_	-	_
	Male	50%	60%	42%	40%	56%	*	*	*	_	*	32%	75%	*		45% 42%	-	_	_	*	*
	Female		66%	47%	44%	45%	*	-	*	-	*	46%	50%	*	54%		47%	-	*	-	-
Mathematics		57%	65%	48%	36%	48%	*	*	89%	-	*	46%	55%	18%	55%	47% 41%	52%	-	*	*	*
	Students CWD	34%	36%	18%	*	*		*	*		*	15%	*	18%		* 10%	*			*	
	CWOD		68%	55%	40%	56%	*	_	88%	-	*	53%	61%	-	55%	50% 54%	55%	-	*	_	*
	EL	46%	46%	47%	*	47%	*	_	80%	_	_	48%	42%	*		47% 50%	45%	_	_	_	_
	Male	57%	65%	41%	31%	44%	*	*	80%	-	*	35%	63%	10%		50% 41%	-	-	-	*	*
	Female	58%	66%	52%	44%	49%	*	-	*	-	*	52%	50%	*	55%	45% -	52%	-	*	-	-
	•	100/	450/	0.40/	000/	400/		_	070/		_	400/	000/		000/	000/ 040/	0.40/			_	
Science	All Students	40%	45%	24%	20%	19%	•	•	67%	-	•	19%	36%	•	28%	20% 24%	24%	-	•	•	•
	CWD	25%	29%	*	*	*	-	*	*	_	*	*	*	*	_	* *	*	_	_	*	_
	CWOD		47%	28%	25%	21%	*	-	75%	-	*	22%	44%	-	28%	21% 33%	25%	-	*	-	*
	EL	24%	23%	20%	*	18%	*	-	*	-	-	21%	*	*	21%	20% 25%	18%	-	-	-	-
	Male	42%	47%	24%	19%	22%	*	*	*	-	*	15%	50%	*		25% 24%	-	-	-	*	*
	Female	38%	44%	24%	22%	18%	•	-	•	-	•	22%	29%	•	25%	18% -	24%	-	•	-	-
AAR Percent	at Maste	rs Gra	ade Lev	el																	
Grade 3																					
Reading	All	24%	32%	10%	8%	7%	*	*	33%	-	-	9%	17%	0%	13%	12% 9%	13%	-	*	-	-
	Students CWD	9%	10%	0%	*	0%	_	_	*	_	_	0%	*	0%	_	0% 0%	*	_	_	_	_
	CWOD		34%	13%	10%	9%	*	*	40%	_	-	11%	20%	-	13%	14% 11%	14%	-	*	-	-
	EL	15%	15%	12%	*	8%	*	*	33%	-	-	7%	43%	0%	14%	12% 7%	17%	-	*	-	-
	Male	22%	30%	9%	5%	7%	*	*	*	-	-	10%	*	0%	11%	7% 9%	-	-	-	-	-
	Female	26%	35%	13%	13%	7%	*	-	*	-	-	8%	27%	*	14%	17% -	13%	-	*	-	-
Mathematics	ΔΙΙ	220/	32%	14%	11%	12%	*	*	33%	_	_	15%	11%	0%	170/-	18% 16%	13%	_	*	_	_
	Students	44 70	JZ 70	1 → /0	11/0	1∠ /0			JJ 70	-	-	10 70	1170	U /0	17 70	10 /0 10 /0	13/0	-		-	-
		12%	15%	0%	*	*	-	-	*	-	-	*	*	0%	-	* *	*	-	-	-	-
	CWOD		34%	17%	13%	15%	*	*	40%	-	-	18%	13%	-	17%	20% 20%	14%	-	*	-	-
	EL	17%	20%	18%	*	15%	*	*	33%	-	-	18%	14%	*	20%	18% 11%		-	*	-	-
	Male	23%		16%	18%	7%	*	*	*	-	-	16%	*	*		11% 16%	-	-	-	-	-
	Female	21%	31%	13%	0%	17%	*	-	*	-	-	14%	9%	*	14%	25% -	13%	-	*	-	-
rade 4																					
Reading	All	23%	34%	15%	18%	8%	*	*	50%	_	*	12%	36%	*	16%	8% 13%	18%	-	*	_	_
	Students																				
	CWD	9%	8%	*	*	*	*	*	*	-	-	*	-	*		* *	*	-	-	-	-
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	Male	69%	76%	66%	63%	66%	*	*	86%	-	*	64%	79%			69% 66%	-	-	*	*	
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Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female Female	78% 80% 6 Grad 47% 23% 550% 45% 45% 46% 21% 41% 41% 41% 50% 48% 48%	82% 85% 57% 27% 60% 28% 55% 60% 57% 25% 59% 23% 52%	65% 65% 36% 13% 40% 33% 33% 38% 35% 9% 39% 31%	89% 89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31%	31% 9% 35% 29% 29% 32% 30% 9% 34% 26% 26%	* 17% 8% 33% 13% 18% * 20% * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43%		* 54% - * 50% * * * *	71% 34% 12% 38% 30% 38% 33% 8% 38% 28% 27%	50% 45% 17% 49% 35% 54% 39% 43% * 47% 32% 53%	13% - 17% 14% 12% 9% - 6% 15% 0%	40% - 40% 35% 39% 41% 39% - 39% 32% 35% 43%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 25% 31%	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female Female S All	78% 80% 6 Grad 47% 23% 550% 45% 45% 46% 21% 41% 41% 41% 50% 48% 48%	82% 85% le Level 57% 27% 60% 28% 60% 57% 25% 59% 23% 52% 61%	65% 65% 36% 13% 40% 33% 38% 35% 9% 39% 29% 31% 38%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46%	31% 9% 35% 29% 32% 30% 9% 34% 26% 26% 33%	* 17% 8% 33% 13% 18% * 20% * 0%	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82%		* 54% - * 50% * * * *	71% 34% 12% 38% 30% 38% 33% 8% 28% 27% 39%	50% 45% 17% 49% 35% 54% 39% 43% * 47% 32% 53% 37%	13% - 17% 14% 12% 9% - 6% 15% 0%	40% - 40% 35% 39% 41% 39% - 39% 32% 35% 43%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 31% -	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38%	-	11% * 14% 13% - 13% * *		
Grades II Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL All Students CWD CWOD EL Male Female All Students SCWD CWOD EL Male Female All Students SCWD CWOD EL Male Female	78% 80% 6 Grad 47% 23% 50% 45% 550% 46% 22% 448% 550% 48% 26%	82% 85% le Level 57% 27% 60% 28% 55% 60% 57% 25% 52% 61% 58%	65% 65% 36% 13% 40% 33% 33% 338% 35% 9% 39% 31% 38% 40%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37%	31% 9% 35% 29% 29% 32% 30% 9% 34% 26% 26% 33% 35%	* 17% 8% 33% 13% 18% * 20% * 0% 27%	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82%		* 54% - * 50% * * * *	71% 34% 12% 38% 30% 38% 33% 8% 28% 27% 39% 38%	50% 45% 17% 49% 35% 39% 43% * 47% 32% 53% 37% 50%	13% - 17% 14% 12% 9% - 6% 15% 0%	40% - 40% 35% 39% 41% 39% - 39% 32% 35% 43%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 25% 31% 31% - 41% 38%	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43%	-	11% * 14% 13% - 13% * *		
Grades II Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL STUDENT ST	78% 80% 6 Grad 47% 23% 50% 45% 550% 46% 22% 448% 550% 48% 26%	82% 85% le Level 57% 27% 60% 28% 55% 60% 57% 25% 59% 23% 61% 58%	65% 65% 36% 13% 40% 33% 33% 35% 9% 39% 29% 31% 38% 40%	89% 35% 10% 41% 44% 43% 37% 6% 44% 43% 31% 46% 37% 17%	31% 9% 35% 29% 32% 30% 9% 34% 26% 26% 33% 35% 9%	* 17% 8% 33% 13% 18% * 20% * 0% 27% * 20% *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88%		* 54% - * 50% * * * *	71% 34% 12% 38% 32% 30% 38% 38% 28% 27% 39% 38% 18%	50% 45% 17% 49% 35% 54% 39% 43% * 47% 33% 50% 50% 29%	13% - 17% 14% 12% 9% - 6% - 15% 0% 19%	40% - 40% 35% 39% 41% 39% - 39% 35% 43% 45%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 25% 35% 25% 31% 31% - 41% 38% 28% 17%	38% 12% 41% 32% - 38% 38% 38% 43% - 38% 43% 22%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Students CWD CWOD EL Male Female Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	78% 80% 6 Grad 47% 23% 550% 45% 45% 50% 46% 22% 48% 51% 550% 48% 550% 48% 551%	82% 85% le Level 57% 27% 60% 28% 55% 60% 57% 25% 59% 23% 51% 61%	65% 65% 36% 13% 40% 33% 38% 35% 9% 39% 29% 31% 40% 19% 45%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37%	31% 9% 35% 29% 32% 30% 9% 34% 26% 33% 35% 9% 39%	* 17% 8% 33% 13% 18% * 20% * 27% * 20%	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% *		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 38% 38% 28% 27% 39% 38% 43%	50% 45% 17% 49% 35% 54% 39% 43% * 47% 32% 50% 29% 53%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 19%	40% - 40% 35% 39% 41% 39% - 39% 32% 45% 45% 44%	33% 33% 17% 14% 35% 39% 33% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 31% - 41% 38% 28% 17% 43% 44%	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 43% 43%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female at at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female at at Meets All Students CWD CWOD EL Male Female at at Meets All Students CWD CWOD EL Male SCWD CWOD EL CWD CWOD EL	78% 80% 6 Grad 47% 23% 50% 45% 50% 445% 21% 41% 50% 48% 21% 41% 50% 48% 47% 47%	82% 85% le Level 57% 27% 60% 28% 60% 57% 25% 59% 23% 52% 61% 58% 28% 61% 36%	65% 65% 36% 13% 40% 33% 38% 35% 9% 39% 29% 31% 38% 40% 19% 45% 41%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37% 17% 42% 50%	31% 9% 35% 29% 32% 30% 9% 34% 26% 33% 35% 9% 39% 36%	* 17% 8% 33% 13% 18% * 20% * 0% 27% * 20% *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% * 86% 82%		* 54% - * 50% * * * *	71% 34% 12% 38% 32% 30% 38% 33% 8% 27% 39% 18% 43% 39%	50% 45% 17% 49% 35% 54% 39% 43% * 47% 32% 53% 37% 50% 29% 53% 48%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17%	40% - 40% 35% 39% 41% 39% - 39% 32% 43% 45% - 45% 43% 44%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 25% 31% 31% - 41% 38% 28% 17% 43% 44% 41% 43%	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 43% 43%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female G All Students CWD CWOD EL Male Female	78% 80% 6 Grace 47% 23% 50% 26% 45% 50% 44% 45% 21% 48% 21% 48% 47% 48% 47% 49%	82% 85% le Level 57% 27% 60% 28% 55% 60% 57% 25% 59% 23% 61% 58% 61% 36% 57% 58%	65% 65% 36% 13% 40% 33% 33% 38% 35% 9% 39% 29% 40% 19% 45% 41% 38%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 17% 42% 50% 32% 46%	31% 9% 35% 29% 32% 30% 9% 34% 26% 33% 35% 9% 39% 36% 33% 36%	* 17% 8% 33% 13% 18% * 20% * 27% * 20% * * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% * 86% 82% 86% 91%		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 38% 28% 29% 38% 43% 39% 43% 43% 42%	50% 45% 17% 49% 35% 54% 43% 39% 43% 29% 53% 37% 50% 29% 53% 48% 46%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17%	40% - 40% 35% 39% 41% 39% - 39% 32% 43% 45%	33% 33% 17% 14% 35% 39% 33% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 31% - 41% 38% 28% 17% 43% 44% 41% 43% 43% 38% 39% -	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 43% 43% 43%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female at at Meets All Students CWD CWOD EL Male Female CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All All All All All All All All All A	78% 80% 6 Grad 47% 23% 50% 45% 45% 41% 50% 48% 21% 41% 55% 48% 47% 49% 49% 49%	82% 85% le Level 57% 27% 60% 28% 55% 60% 57% 25% 59% 23% 61% 58% 61% 36% 57% 58%	65% 65% 36% 13% 40% 33% 33% 338% 35% 9% 39% 31% 38% 40%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37% 17% 42% 50% 32%	31% 9% 35% 29% 32% 30% 9% 34% 26% 26% 33% 35% 9% 39% 36% 33%	* 17% 8% 33% 13% 18% * 20% * 27% * 20% * * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% * 86% 86%		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 33% 8% 27% 39% 38% 18% 43% 39% 35%	50% 45% 17% 49% 35% 54% 39% 43% * 47% 32% 50% 50% 29% 53% 48% 58%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17%	40% - 40% 35% 39% 41% 39% - 39% 32% 43% 45%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 29% 25% 31% - 41% 38% 28% 17% 43% 44% 41% 43% 43% 43% 38%	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 43% 43% 43%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Female Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students Female	78% 80% 6 Grace 47% 23% 50% 45% 45% 45% 41% 41% 48% 47% 49% 49%	82% 85% le Level 57% 60% 28% 60% 55% 60% 57% 25% 52% 61% 58% 52% 61% 58% 59% 59%	65% 65% 36% 13% 40% 33% 33% 38% 35% 9% 39% 29% 31% 38% 40% 19% 45% 41% 38% 43%	89% 89% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37% 17% 42% 50% 32% 46% 20%	31% 9% 35% 29% 32% 30% 9% 34% 26% 26% 33% 35% 9% 39% 36% 319%	* 17% 8% 33% 13% 18% * 20% * 27% * 20% * * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% * 86% 82% 86% 91%		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 33% 8% 27% 39% 38% 43% 39% 42% 19%	50% 45% 17% 49% 35% 54% 43% 39% 43% 29% 53% 37% 50% 29% 53% 48% 46%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17%	40% - 40% 35% 39% 41% 39% - 39% 32% 43% 45%	33% 33% 17% 14% 35% 39% 33% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 31% - 41% 38% 28% 17% 43% 44% 41% 43% 43% 38% 39% -	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 43% 43% 43%	-	11% * 14% 13% - 13% * *		
Grades II Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	78% 80% 6 Grace 47% 23% 50% 26% 45% 50% 46% 21% 48% 50% 48% 49% 49% 23%	82% 85% 85% 6 Level 57% 27% 60% 28% 55% 60% 57% 52% 61% 52% 61% 58% 28% 61% 56% 57% 59% 28% 57% 59%	65% 65% 36% 13% 40% 33% 33% 338% 35% 9% 29% 40% 40% 41% 45% 41% 43% 24%	89% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37% 17% 42% 50% 46% 20% +	31% 9% 35% 29% 32% 30% 9% 34% 26% 26% 33% 35% 9% 39% 36% 39% 36% 19%	* 17% 8% 33% 13% 18% * 20% * 27% * 20% * * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% * 86% 891% 67% *		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 38% 28% 27% 39% 38% 43% 39% 43% 43% 43% 43% 43% 43% 42%	50% 45% 17% 49% 35% 54% 39% 43% 47% 32% 53% 50% 29% 48% 58% 46%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17%	40% - 40% 35% 39% 41% 39% - 39% 32% 43% 45% - 45% - 45% - 28% -	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 35% 25% 29% 25% 25% 31% 31% - 41% 38% 41% 43% 44% 41% 43% 43% 38% - 20% 24% * * *	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 22% 45% 39% - 43% 24%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female S All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD CWOD CWOD CWOD CWOD CWOD CWOD	78% 80% 6 Grace 47% 23% 550% 45% 550% 45% 45% 45% 41% 49% 49% 49% 23% 52%	82% 85% le Level 57% 27% 60% 28% 55% 60% 57% 25% 59% 23% 51% 61% 58% 61% 36% 57% 59% 28% 61% 59%	65% 65% 36% 13% 40% 33% 33% 38% 35% 9% 39% 29% 31% 38% 40% 19% 45% 41% 38% 43%	89% 89% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37% 17% 42% 50% 32% 46% 20%	31% 9% 35% 29% 32% 30% 9% 34% 26% 33% 35% 9% 36% 319% 36% 19% * 21%	* 17% 8% 33% 13% 18% * 20% * 27% * 20% * * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 64% 41% 43% 82% 88% * 86% 82% 86% 91%		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 38% 28% 27% 39% 38% 42% 19% * 22%	50% 45% 17% 49% 35% 54% 43% 39% 43% 29% 53% 37% 50% 29% 53% 48% 46%	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17%	40% - 40% 35% 39% 41% 39% - 39% 32% 35% 43% 44% 45% - 28%	33% 33% 33% 17% 14% 35% 39% 33% 34% 33% 32% - 29% 31% 6% 15% 32% 35% 29% 25% 31% 31% - 41% 38% 28% 17% 43% 44% 43% 38% 39% - 20% 24% * * * * * 21% 33%	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 22% 45% 39% - 43% 24% * 25%	-	11% * 14% 13% - 13% * *		
Grades All Subjects Reading	Male Female t at Meets All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD CWOD EL Male Female All Students CWD	78% 80% 6 Grace 47% 23% 50% 26% 45% 50% 46% 21% 48% 50% 48% 49% 49% 23%	82% 85% 85% 6 Level 57% 27% 60% 28% 55% 60% 57% 52% 61% 52% 61% 58% 28% 61% 56% 57% 59% 28% 57% 59%	65% 65% 36% 13% 40% 33% 33% 338% 35% 9% 29% 40% 40% 41% 45% 41% 43% 24%	89% 35% 10% 41% 44% 30% 43% 37% 6% 44% 43% 31% 46% 37% 17% 42% 50% 32% 46% 20% * 25%	31% 9% 35% 29% 32% 30% 9% 34% 26% 26% 33% 35% 9% 39% 36% 39% 36% 19%	* 17% 8% 33% 13% 18% * 20% * 27% * 20% * * *	* * * * * * * * * * * * * * * * * * * *	57% 75% 59% 61% 88% 60% * 644% 41% 43% 82% 88% * 86% 82% 67% * 75%		* 54% - * 50% * * * * * * * *	71% 34% 12% 38% 32% 30% 38% 38% 28% 27% 39% 38% 43% 39% 43% 43% 43% 43% 43% 43% 42%	50% 45% 17% 49% 35% 54% 43% 32% 53% 37% 50% 29% 53% 48% 58% 46% 36% *	13% - 17% 14% 12% 9% - 6% 15% 0% 19% - 28% 17% 22% *	40% - 40% 35% 39% 41% 39% - 39% 32% 35% 43% 44% 45% - 28% 21%	33% 33% 17% 14% 35% 39% 33% 34% 34% 33% 32% - 29% 31% 6% 15% 35% 25% 29% 25% 25% 31% 31% - 41% 38% 41% 43% 44% 41% 43% 43% 38% - 20% 24% * * *	38% 12% 41% 32% - 38% 38% 0% 43% 31% - 38% 43% 22% 45% 39% - 43% 24%	-	11% * 14% 13% - 13% * *		

Two

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

STAAR Percent	at Maste	rs Gra	ade Lev	el																	
All Grades				•.																	
All Subjects	All	21%	31%	15%	14%	11%	12%	*	44%	-	31%	13%	25%	4%	18%	12% 14%	16%	-	6%	*	*
,	Students																				
	CWD	8%	9%	4%	0%	2%	*	*	29%	-	*	4%	0%	4%	-	2% 3%	5%	-	-	*	-
	CWOD	23%	33%	18%	17%	12%	9%	*	46%	-	38%	15%	29%	-	18%	14% 17%	18%	-	6%	-	*
	EL	9%	10%	12%	22%	9%	0%	*	31%	-	-	11%	16%	2%	14%	12% 13%	12%	-	*	-	-
	Male	20%	29%	14%	11%	10%	22%	*	33%	-	*	12%	26%	3%	17%	13% 14%	-	-	*	*	*
	Female	22%	33%	16%	19%	11%	6%	*	58%	-	30%	14%	25%	5%	18%	12% -	16%	-	7%	-	-
Reading	All	19%	28%	16%	16%	10%	9%	*	52%	_	*	12%	33%	2%	19%	13% 12%	19%	_	13%	*	*
· ·	Students																				
	CWD	7%	8%	2%	0%	0%	*	*	*	-	*	3%	*	2%	-	0% 4%	0%	-	-	*	-
	CWOD	20%	30%	19%	19%	12%	10%	*	55%	-	*	14%	38%	-	19%	14% 15%	22%	-	13%	-	*
	EL	7%	8%	13%	29%	8%	*	*	35%	-	-	9%	28%	0%	14%	13% 10%	14%	-	*	-	-
	Male	16%	25%	12%	9%	8%	*	*	36%	-	*	9%	32%	4%	15%	10% 12%	-	-	*	*	*
	Female	22%	32%	19%	26%	12%	0%	*	73%	-	*	15%	34%	0%	22%	14% -	19%	-	17%	-	-
Mathematics	s All	23%	34%	17%	14%	13%	18%	*	48%	_	*	16%	22%	6%	19%	15% 17%	17%	-	*	*	*
	Students																				
	CWD	10%	11%	6%	0%	5%	*	*	*	-	*	8%	0%	6%	-	6% 3%	11%	-	-	*	-
	CWOD	25%	36%	19%	18%	14%	10%	*	50%	-	*	18%	26%	-	19%	17% 21%	18%	-	*	-	*
	EL	13%	15%	15%	25%	12%	*	*	35%	-	-	16%	12%	6%	17%	15% 17%	14%	-	*	-	-
	Male	23%	33%	17%	14%	11%	*	*	43%	-	*	16%	26%	3%		17% 17%	-	-	*	*	*
	Female	24%	34%	17%	14%	14%	14%	*	55%	-	*	16%	20%	11%	18%	14% -	17%	-	*	-	-
Science	All	22%	31%	7%	8%	4%	*	*	11%	_	*	4%	14%	*	8%	2% 9%	5%	-	*	*	*
	Students																				
	CWD	7%	8%	*	*	*	-	*	*	-	*	*	*	*	-	* *	*	-	-	*	-
	CWOD	24%	34%	8%	10%	5%	*	-	13%	-	*	6%	17%	-	8%	3% 13%	6%	-	*	-	*
	EL	5%	6%	2%	*	3%	*	-	*	-	-	3%	*	*	3%	2% 8%	0%	-	-	-	-
	Male	23%	32%	9%	6%	11%	*	*	*	-	*	8%	13%	*	13%	8% 9%	-	-	-	*	*
	Female	21%	31%	5%	11%	3%	*	-	*	-	*	2%	14%	*	6%	0% -	5%	-	*	-	-

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.

di Afi	rican			American		Pacific	Two or More	Econ		
lents Am	erican	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
		-								
2	74	66	71	*	86	-	83	71	71	64
1	70	67	*	*	*	-	*	71	71	60
2	75	66	*	*	91	-	*	72	-	64
4	*	61	*	*	75	-	-	64	60	64
1	70	65	*	*	83	-	*	70	63	69
3	80	66	*	*	89	-	*	73	83	61
6	74	58	79	*	83	-	*	64	74	57
4	77	67	*	*	*	-	*	70	74	68
5	73	57	*	*	81	-	*	63	-	55
7	*	54	*	*	75	-	-	54	68	57
7	74	50	*	*	89	-	*	66	76	50
6	73	63	*	*	78	-	*	63	71	61
	72 71 72 72 64 71 73	dents American 72 74 71 70 72 75 84 * 71 70 73 80 86 74 74 77 85 73 87 *	72 74 66 71 70 67 72 75 66 84 * 61 71 70 65 73 80 66 86 74 58 84 77 67 85 73 57 87 74 50	dents American Hispanic White 72 74 66 71 71 70 67 * 72 75 66 * 84 * 61 * 71 70 65 * 73 80 66 * 86 74 58 79 74 77 67 * 85 73 57 * 87 74 50 *	dents American Hispanic White Indian 72 74 66 71 * 71 70 67 * * 72 75 66 * * 84 * 61 * * 71 70 65 * * 73 80 66 * * 86 74 58 79 * 74 77 67 * * 85 73 57 * * 87 74 50 * *	dents American Hispanic White Indian Asian 72 74 66 71 * 86 71 70 67 * * * 72 75 66 * * 91 84 * 61 * * 75 71 70 65 * * 83 73 80 66 * * 89 86 74 58 79 * 83 74 77 67 * * * 85 73 57 * * 81 87 * 54 * * 75 87 74 50 * * 89	dents American Hispanic White Indian Asian Islander 72 74 66 71 * 86 - 71 70 67 * * - 72 75 66 * 91 - 84 * 61 * * 75 - 71 70 65 * * 83 - 73 80 66 * * 89 - 86 74 58 79 * 83 - 84 77 67 * * * - 85 73 57 * * 81 - 87 74 50 * * 89 -	dents American Hispanic White Indian Asian Islander Races 72 74 66 71 * 86 - 83 71 70 67 * * * - * 72 75 66 * * 91 - * 84 * 61 * * 75 - - 71 70 65 * * 83 - * 83 80 66 * * 89 - * 86 74 58 79 * 83 - * 86 74 58 79 * 83 - * 86 74 58 79 * 83 - * 86 73 57 * * * * * 85 73 57 * *	dents American Hispanic White Indian Asian Islander Races Disadv 72 74 66 71 * 86 - 83 71 71 70 67 * * * - * 71 72 75 66 * * 91 - * 72 84 * 61 * * 75 - - 64 71 70 65 * * 83 - * 70 73 80 66 * * 89 - * 73 86 74 58 79 * 83 - * 64 74 76 * * * * - * 70 35 73 57 * * 81 - * 63 37 * 54 *	dents American Hispanic White Indian Asian Islander Races Disadv CWD 72 74 66 71 * 86 - 83 71 72 - 64 60 60 60 60 83 - * 70 63 63 83 -

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 G	raduation 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.

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

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
263	26	10%

- 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 Achie			Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	41	41	37	*	*	70	-	48	40	*	39
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.
- 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	Υ	N						Υ	N	Υ
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						Υ	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	Υ	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
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 Ra	ato	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 Ra	ate																
All Subjects	All Students	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	95%	100%	*	100%	100%	-	*	98%	100%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	100%	100%	100%	-	100%	99%	100%	97%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	100%	99%	100%	100%	*	100%	-	100%	100%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	94%	100%	*	*	*	-	*	97%	100%	98%	-	100%	96%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%	*	*	100%	-	*	99%	100%	96%	100%	100%	99%	-	-
	Female	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	100%	-
Mathematics	Students	100%	99%	100%	100%	*	100%	-	100%	100%	100%	98%	100%	100%	99%	100%	-
	CWD	98%	95%	100%	*	*	*	-	*	98%	100%	98%	-	100%	97%	100%	-
	CWOD	100%	100%	100%	100%	*	100%	-	100%	100%	100%	-	100%	100%	100%	100%	-
	EL .	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	100%	-
	Male	99%	98%	100%		*	100%	-	*	99%	100%	97%	100%	100%	99%	4000/	-
	Female	100%	100%	100%	100%		100%	-		100%	100%	100%	100%	100%	-	100%	-
Science	All Students	100%	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%	100%	-
	EL	100%	*	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	100%	100%	100%	*	*	100%	-	*	100%	100%	100%	100%	100%	100%		-
Non-Participation	Female on Rate	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	-
AU 0 1 1 1		•••	407	00/	00/	00/	00/		00/	00/	00/	00/	00/	00/	40/	00/	
All Subjects	All Students	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	5%	0%	*	0%	0%	-	*	2%	0%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	0%	0%	0%	-	0%	1%	0%	3%	0%	0%	1%		-
	Female	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	0%	1%	0%	0%	*	0%	-	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	6%	0%	*	*	*	-	*	3%	0%	2%	-	0%	4%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	*	*	0%	-	*	1%	0%	4%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	0%	1%	0%	0%	*	0%	-	0%	0%	0%	2%	0%	0%	1%	0%	-
	CWD	2%	5%	0%	*	*	*	-	*	2%	0%	2%	-	0%	3%	0%	-
	CWOD	0%	0%	0%	0%	*	0%	-	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	1%	2%	0%	*	*	0%	-	*	1%	0%	3%	0%	0%	1%	-	-
	Female	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	0%	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%	0%	-
	EL	0%	*	0%	*	-	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%	-

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

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 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												
in concor capponeions	Male	19	14	5	*	*	*	*	*	8		
	Female	*	*	*	*	*	*	*	*	*		
	Total	23	16	7	*	*	*	*	*	10		
Out-of-School Suspensions												
	Male	26	16	10	*	*	*	*	*	10		

Indicates zero observations reported for this group.

	Female	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)
	Total	28	18	10	*	*	*	*	*	10		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	iotai											
School-Related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
'	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	7	7	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Femaleisas	Total	7	7	*	*	*	*	*	*	*		*
Expulsions	Mala	*	*	*	*	*	*	*	*	*		*
With Educational Services	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
William Eddomonal Colvidos	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
Defermels to Law Enforcement	Total	-	-	-	-	-		-	-	-		-
Referrals to Law Enforcement	Mala	*	*	*	*	*	*	*	*	*		*
	Male Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	iotai											
Chronic Absenteeism												
2 3	Male	23	8	11	*	*	*	*	*	8	8	*
	Female	12	*	8	*	*	*	*	*	5	*	*
	Total	35	10	19	*	*	*	*	*	13	8	*

	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	7
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
Incidents of possession of a firearm or explosive device	*
Allegations of Harassment or bullying	
On the basis of sex	*
On the basis of race	*
On the basis of disability	*

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

			Indian or					Students
Total	African		Alaska		Pacific	Two or More		with
students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs				•							
	Male	38	11	17	*	*	8	*	*	29	*
	Female	29	5	17	*	*	5	*	*	26	*
	Total	67	16	34	*	*	13	*	*	55	*
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
Inexperienced Teachers, Principals, and Other School Leaders	Number 4.0	Percent 8.5%
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	2.0%

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%	74	1%	*	*
Mathematics	6,020	1%	73	1%	*	*
Grade 4 Reading	6,061	1%	92	2%	*	*
Mathematics	6,056	1%	92	2%	*	*
Grade 5 Reading	6,162	2%	100	2%	-	-
Mathematics	6,160	1%	100	2%	-	-
Science	6,164	1%	100	2%	-	-
Grade 6 Reading	5,678	1%	72	1%	-	-
Mathematics	5,677	1%	72	1%	-	-
Grade 7 Reading	5,298	1%	75	1%	-	-
Mathematics	5,294	1%	74	1%	-	-
Grade 8 Reading	5,088	1%	85	1%	-	-

Mathematics	State Number of ALT2 5,087	State Rate of ALT2 2%	District Number of ALT2 85	District Rate of ALT2 2%	Campus Number of ALT2	Campus Rate of ALT2
Mantemancs	5,067	270	00	270	-	-
Science	5,087	1%	85	1%	-	-
End of Course						
English I	4,868	1%	72	1%		-
g	1,000		· -			
English II	4,556	1%	72	1%	-	-
Algebra I	4,884	1%	71	1%	-	-
Biology	4,861	1%	75	1%	_	_
Diology	1,001	170	10	170		
All Grades						
All Subjects	99,020	1%	1,469	1%	6	1%
Reading	43,730	1%	642	1%	*	*
Mathematics	39,178	1%	567	1%	*	*
Wattichiatics	03,170	170	301	170		
Science	16,112	1%	260	1%	-	-

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

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
	Ü	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 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
	Matromatio	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 Earliguage Edumore	20	***		00	20	.0	•	-
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
		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
		5 5 5								

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
	=	Limited English Proficient	94

Indicates zero observations reported for this group.

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