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

Campus Name: SCHUSTER EL Campus ID: 071902140 District Name: EL PASO ISD

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

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

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

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

			All	African			American		Pacific		Econ	Special	EL (Current and
Academic Performance (At Meets		Baseline 2016-17	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Educ	Former)
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-		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-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-		31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-		41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32 2032-33	63% 73%	54% 66%	59% 70%	73% 80%	63% 73%	88% 91%	66% 75%	69% 77%	57% 68%	48% 62%	59% 70%
EL Progress		Baseline 2016-17 Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
		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;

(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 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);

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

support based on performance in the Closing the Gaps domain (Excel file).

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two											
											or	_	Non									
		State	District	Campus	African sAmerican	Hispanio	White	American Indian		Pacific Islander				CWI	cwor	) EL	Male	Femalel	MigrantH		Foster Care	Military
074 AD D	-4 4			-															•			
STAAR Percent Grade 3	at Appro	acnes	s Grade	Level o	r Above																	
Reading	All	77%	82%	78%	*	77%	*	-	-	-	-	68%	93%	*	78%	70%	71%	84%	*	-	*	*
	Students	51%	61%	*	*	*						*	*	*		*	*	*				
	CWD		85%	78%	*	78%	*	-	-	-	-	65%	100%		- 78%	75%	71%	83%	*	-	*	*
	EL	70%	80%	70%	_	70%	_	-	-	-	-	71%	*	*	75%	70%		83%	*	-	_	_
	Male	74%	80%	71%	*	69%	*	_	_	_	_	64%	83%	*	71%	*	71%	-	*	_	*	*
	Female		83%	84%	*	82%	*	-	-	-	_	73%	100%	*	83%	83%		84%	*	-	-	*
Mathematics		77%	80%	83%	*	83%	*	_	_	_	_	77%	93%	*	88%		88%	79%	*	_	*	*
	Students																					
	CWD	52%	59%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD	80%	83%	88%	*	89%	*	-	-	-	-	80%	100%	-	88%	100%	93%	83%	*	-	*	*
	EL	74%	78%	90%	-	90%	-	-	-	-	-	100%	*	*	100%			100%	*	-	-	-
	Male	77%	81%	88%	*	85%	*	-	-	-	-	91%	83%	*	93%	*	88%	-	*	-	*	*
	Female	78%	79%	79%	*	82%	*	-	-	-	-	64%	100%	*	83%	100%	-	79%	*	-	-	*
Grade 4																						
Reading	All Students	72%	74%	56%	*	57%	*	-	*	-	*	68%	38%	*	67%	54%	50%	63%	*	-	-	*
	CWD	46%	44%	*		*	*					*	*	*		*	*	*				
	CWD		79%	67%	*	67%	_		*		*	76%	50%	_	- 67%	64%	67%	67%	*	-	-	*
	EL	60%	61%	54%	_	54%	_	_	_	_	_	78%	*	*	64%	54%	*	*	*	_	_	_
	Male	70%	72%	50%	-	50%	_	-	-	-	_	64%	*	*	67%	*	50%	_	-	_	_	_
	Female		77%	63%	*	67%	*	-	*	-	*	75%	*	*	67%	*	-	63%	*	-	-	*
Mathematics	All Students	77%	80%	78%	*	82%	*	-	*	-	*	84%	69%	*	89%	77%	75%	81%	*	-	-	*
	CWD	49%	50%	*		*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		84%	89%	*	92%	_	_	*	_	*	94%	80%	-	89%	82%	92%	87%	*	_	_	*
	EL	72%	73%	77%	-	77%	-	-	-	-	_	89%	*	*	82%	77%		83%	*	_	-	-
	Male	77%	79%	75%	-	75%	-	-	-	-	-	91%	*	*	92%	71%		-	-	-	-	-
	Female	78%	80%	81%	*	92%	*	-	*	-	*	75%	88%	*	87%	83%	-	81%	*	-	-	*
0																						
Grade 5 Reading	All	83%	88%	72%	-	71%	*	-	-	-	-	68%	83%	*	77%	*	50%	92%	-	*	-	*
	Students	E 40/	620/	*		*						*		*			*	*				
	CWD	54%	62% 91%	77%	-	76%	*	-	-	-	-	75%	83%		- 77%	*	60%	92%	-	*	-	*
	EL	73%	80%	*	-	*	_	-	-	-	-	*	*	-	*	*	*	*	-	_		_
	Male	81%	86%	50%	-	45%	*	-	-	-	_	50%	*	*	60%	*	50%	_	-	*	_	_
	Female		89%	92%	-	92%	-	-	-	-	-	89%	*	*	92%	*	-	92%	-	*	-	*
Mathematics	All	90%	92%	96%	_	96%	*	_	_	_	_	95%	100%	*	100%	100%	92%	100%	_	*	-	*
	Students CWD	70%	74%	*	_	*	_	_	_	_	_	*	_	*	_	_	*	*	_	_	_	_
	CWOD		95%	100%	-	100%	*	-	-	-	_	100%	100%	-	100%	100%	100%	100%	-	*	-	*
	EL	86%	89%	100%	-	100%	-	-	-	-	-	*	*	-	100%	100%	*	*	-	-	-	-
	Male	89%	92%	92%	-	91%	*	-	-	-	-	90%	*	*	100%	*	92%	-	-	*	-	-
	Female	91%	92%	100%	-	100%	-	-	-	-	-	100%	*	*	100%	*	-	100%	-	*	-	*
Science	All	75%	79%	64%	-	67%	*	-	-	-	-	53%	100%	*	73%	*	50%	77%	-	*	-	*
	Students	4001		_		*						*						_				
	CWD			* 720/	-		*	-	-	-	-		1000/	*	- 73%	-	× 600/	020/	-	- *	-	- *
	CWOD		82%	73% *	-	76% *		-	-	-	-	63%	100%	-	13%	*	60%	83%	-		-	
	EL Male	62% 76%	66% 80%	50%	-	55%	*	-	-	-	_	*	*	*	60%	*	50%	_	-	*	-	-
	Female			77%	-	77%	_	-	-	-	-	67%	*	*	83%	*	-	77%	-	*	-	*
	Tomalo	1070	1170	1170		1170						01 70			0070			7170				
STAAR Percent Grade 3	at Meets	Grad	e Level	or Abov	ve																	
Reading	All	43%	46%	33%	*	30%	*	-	-	-	-	23%	50%	*	34%	20%	29%	37%	*	-	*	*
-	Students																					
				*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		48%	34%	*	33%	*	-	-	-	-	20%	58%	-	34%		29%		*	-	*	*
	EL	32%	42%	20%	-	20%	-	-	-	-	-	14%	200/	*	25%			33%	*	-	-	-
	Male	40%	45%	29%	*	15%	*	-	-	-	-	27%	33%	*	29%	*	29%		*	-		*
	Female	43%	46%	37%		41%		-	-	-	-	18%	63%	-	39%	33%	-	37%		-	-	
Mathematics	All Students	46%	48%	44%	*	43%	*	-	-	-	-	32%	64%	*	47%	40%	35%	53%	*	-	*	*

Two

											or		Non									
		<b>.</b>			African			Americar		Pacific	More		Econ								Foster	
	CWD	State 30%	District 35%	Campus *	American *	Hispanic *	White	Indian	Asian	Islander	Races	Disadv *	Disadv *	CWDC	WOD	EL *	Male I	Female *	MigrantH	omeless	Care	Military
	CWD		50%	47%	*	44%	*	-	-	-	-	35%	67%	-	- 47%	38%	36%	56%	*	-	*	*
	EL	39%	43%	40%	-	40%	-	-	-	-	-	43%	*		38%	40%	*	50%	*	-	-	-
	Male	47%	50%	35%	*	31%	*	-	-	-	-	18%	67%		36%	*	35%	<u>-</u>	*	-	*	*
	Female	45%	46%	53%	*	53%	*	-	-	-	-	45%	63%	*	56%	50%	-	53%	*	-	-	*
Grade 4																						
Reading	All	45%	47%	34%	*	36%	*	-	*	-	*	37%	31%	*	41%	31%	25%	44%	*	-	-	*
	Students																					
	CWD CWOD	28%	23%	*	-	*	*	-	-	-	-	*	*	*	440/	*	*	* 4 <b>7</b> 0/	-	-	-	-
	EL	29%	50% 31%	41% 31%	_	42% 31%	-	-	_	-	_	41% 44%	40% *		41% 36%	36% 31%	33%	47% *	*	-	-	_
	Male	43%	45%	25%	-	25%	-	-	-	_	-	27%	*		33%	*	25%	-	-	-	_	-
	Female	47%	48%	44%	*	50%	*	-	*	-	*	50%	*	*	47%	*	-	44%	*	-	-	*
																/						
Mathematics	Students	48%	48%	53%	•	57%	•	-	•	-	•	63%	38%	•	59%	62%	50%	56%	•	-	-	•
		29%	25%	*	_	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		52%	59%	*	63%	-	-	*	-	*	71%	40%	_	59%	64%	58%	60%	*	-	-	*
	EL	38%	35%	62%	-	62%	-	-	-	-	-	78%	*	*	64%	62%		67%	*	-	-	-
	Male	48%	49%	50%		50%	-	-	-	-	-	64%	*		58%	57%	50%	<u>-</u>	-	-	-	-
	Female	47%	47%	56%	*	67%	*	-	*	-	*	63%	50%	*	60%	67%	-	56%	*	-	-	*
Grade 5																						
Reading	All	53%	54%	28%	_	29%	*	_	-	_	_	21%	50%	*	32%	*	17%	38%	_	*	_	*
3	Students																					
	CWD	30%	32%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		58%	32%	-	33%	*	-	-	-	-	25%	50%	-	32%	*	20%	42%	-	*	-	*
	EL	35%	38%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male Female	50%	51% 58%	17% 38%	-	18% 38%	_	-	-	-	-	10% 33%	*		20% 42%	*	17%	38%	-	*	-	*
	remale	30 /0	30 /0	30 /6	-	30 /0	-	-	-	-	-	33 /0			42 /0		-	30 /0	-		-	
Mathematics	. All	57%	60%	36%	-	33%	*	-	-	-	-	26%	67%	*	41%	40%	25%	46%	-	*	-	*
	Students																					
	CWD	34%	39%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		64%	41%	-	38%	*	-	-	-	-	31%	67%		41%	40%	30%	50%	-	*	-	*
	EL Mala	46%	48%	40%	-	40%	*	-	-	-	-	200/	*		40% 30%	40%	250/	_	-	*	-	-
	Male Female	57%	60% 60%	25% 46%	-	18% 46%	_	-		-	-	20% 33%	*		50%	*	25%	46%	-	*	-	*
		0070	0070	,		.070						0070			0070			.070				
Science	All	40%	42%	24%	-	25%	*	-	-	-	-	21%	33%	*	27%	*	8%	38%	-	*	-	*
	Students																					
	CWD	25%	27%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD EL	42% 24%	44% 26%	27% *	-	29%	•	-	-	-	-	25%	33%	-	27%	*	10%	42% *	-	•	-	•
	Male	42%	45%	8%	-	9%	*	-	-	-	-	*	*	*	10%	*	8%	_	-	*	-	-
	Female		38%	38%	-	38%	-	-	-	-	-	33%	*		42%	*	-	38%	-	*	-	*
CTA AD Dansand		0																				
STAAR Percent Grade 3	at waste	rs Gra	ade Lev	/ei																		
Reading	All	24%	26%	6%	*	7%	*	-	-	_	-	5%	7%	*	6%	10%	0%	11%	*	-	*	*
•	Students																					
	CWD	9%	13%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	*	-	-	-	-
	CWOD		27%	6%	*	7%	*	-	-	-	-	5%	8% *	-	6%	13%	0%	11%	*	-	*	*
	EL Male	15% 22%	20% 24%	10% 0%	*	10% 0%	*	-	-	-	-	0% 0%	0%	*	13% 0%	10%	* 0%	17%	*	-	*	*
	Female			11%	*	12%	*	-			-	9%	13%	*	11%	17%	-	- 11%	*	-	_	*
	Tomalo	2070	21 70	1170		1270						0 70	1070		1170	11 70		1170				
Mathematics	: All	22%	23%	11%	*	10%	*	-	-	-	-	9%	14%	*	13%	10%	12%	11%	*	-	*	*
	Students													*				*				
		12%		*	*	*	-	-	-	-	-	*	*		-	*	*		-	-	-	-
	CWOD EL	24% 17%	24% 19%	13% 10%		11% 10%		-	-	-	-	10% 14%	17% *		13% 13%	13% 10%	14%	11% 17%	*	-		
	Male	23%	25%	12%	*	8%	*	-	-	-	-	0%	33%		14%	*	12%	-	*	-	*	*
	Female			11%	*	12%	*	-	-	-	-	18%	0%		11%	17%	-	11%	*	-	-	*
Grade 4		000	0.45	450	*	4-0:						4.50	0.50		000:		462:	460:				
Reading	All	23%	24%	19%	*	18%	*	-	*	-	*	16%	23%	*	22%	0%	19%	19%	*	-	-	*
	Students CWD	9%	8%	*		*	*					*	*	*		*	*	*				
	CWD		27%	22%	*	21%	_	-	*	-	*	18%	30%	_	- 22%	0%	25%	20%	*	-	-	*
	EL	12%	12%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	*	*	*	-	-	-
	Male	22%	23%	19%	-	19%	-	-	-	-	-	18%	*		25%	*	19%	-	-	-	-	-
	Female	25%	26%	19%	*	17%	*	-	*	-	*	13%	*	*	20%	*	-	19%	*	-	-	*
M-41	A.II	000/	0.40/	000/	*	000/						000/	000/		000/	000/	050/	040/				
Mathematics	Students	26%	24%	28%	-	29%	-	-	-	-		32%	23%		33%	23%	25%	31%	-	-	-	-
		11%	9%	*	_	*	*	_	_	_	_	*	*	*	_	*	*	*	_	_	_	_
	CWOD		27%	33%	*	33%	-	-	*	-	*	35%	30%	-	33%	27%	33%	33%	*	-	-	*
	EL	18%	15%	23%	-	23%	-	-	-	-	-	33%	*		27%	23%		17%	*	-	-	-
	Male	27%	25%	25%	-	25%	-	-	-	-	-	36%	*		33%	29%	25%	-	-	-	-	-
	Female	25%	24%	31%	*	33%	*	-	*	-	*	25%	38%	*	33%	17%	-	31%	*	-	-	*
Grade 5																						
Reading	All	26%	24%	16%	_	17%	*	-	_	_	_	11%	33%	*	18%	*	8%	23%	-	*	_	*
9	Students			/ •									/ •									
	CWD	9%	10%	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-	-	-	-
	CWOD		27%	18%	-	19%	*	-	-	-	-	13%	33%	-	18%	*	10%	25%	-	*	-	*
	EL Mala	12%	13% 22%	* 8%	-	9%	-	-	-	-	-	* 10%	*	*	* 10%	*	* 8%	*	-	*	-	-
	Male	24%	ZZ 70	O /0	-	3 /0		-	-	-	-	10 70			10/0		U /0	-	-		-	-

Two or Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Female 28% 27% 23% 23% 11% 25% 23% 29% 17% 20% 8% 15% Mathematics All 30% 13% 11% 14% Students CWD **CWOD 31%** 31% 14% 14% 13% 17% 14% 20% 10% 17% EL 19% 20% 20% 20% 20% 20% 8% Male 29% 29% 8% 9% 0% 10% Female 30% 29% 15% 15% 15% 22% 17% Science All 16% 16% 0% 0% 0% 0% 0% 0% 0% Students CWD 17% 0% 0% 0% 0% 0% 0% 0% **CWOD** 8% Male 18% 17% 0% 0% 0% 0% Female 15% 14% 0% 0% 0% 0% 0% STAAR Percent at Approaches Grade Level or Above All Grades 55% 73% 79% 33% 82% 75% 69% 82% 83% 85% All Subjects ΑII 77% 75% 75% 76% Students CWD 45% 30% 35% 67% 87% 82% 81% 84% 83% 85% **CWOD 80%** 82% 82% 79% 78% 60% 57% 75% 75% 83% 60% 81% 75% 68% 82% Male 74% 72% 69% 67% 71% 70% 64% 30% 78% 68% 69% Female 79% 82% 85% 77% 89% 84% 82% 82% 78% 70% 64% 58% 83% Reading ΑII 73% 70% 69% 68% 68% 74% 79% Students CWD 39% 74% 74% 72% 74% 71% 67% 80% 83% **CWOD 77%** 74% 79% 52% 47% 64% 64% 74% 71% 64% 54% 73% EL Male 69% 66% 58% 55% 59% 67% 54% 58% Female 77% 81% 79% 80% 79% 85% 85% 42% 91% 86% 84% 83% Mathematics All 80% 87% 85% Students CWD 52% 53% 42% 93% 91% 92% 94% **CWOD 83%** 84% 91% 93% 91% 89% 83% EL 70% 70% 86% 86% 95% 67% 92% 86% 77% 93% 91% Male 78% 79% 84% 83% 69% 94% 77% 84% 95% 93% 85% Female 82% 81% 85% 90% 79% 89% 100% Science ΑII 79% 64% 67% 53% 73% 50% 77% Students CWD 48% **CWOD** 82% 81% 73% 76% 63% 100% 73% 60% 83% 58% Male 78% 76% 50% 55% 60% 50% Female 80% 78% 77% 67% 83% 77% STAAR Percent at Meets Grade Level or Above All Grades All Subjects ΑII 50% 37% 27% 32% 47% 11% 41% 36% 28% 45% 17% 38% Students CWD 9% CWOD 50% 41% 33% 35% 52% 41% 38% 32% 48% 17% 38% 26% 24% 36% 36% 39% 30% 38% 36% 29% 42% 45% 43% 28% 25% 43% 26% 36% 15% 32% 29% 28% Male Female 50% 45% 38% 55% 48% 42% 45% 33% ΑII 46% 42% 42% 29% 24% 40% 33% Reading 32% 32% 27% 36% Students CWD 22% 19% CWOD 48% 36% 36% 28% 50% 36% 33% 28% 42% 33% 45% 21% 29% 32% 33% 29% 15% EL 20% 29% 40% 24% 38% 24% 20% 22% 31% 28% 15% Male Female 50% 40% 32% 50% 40% Mathematics All 48% 48% 45% 45% 40% 55% 17% 49% 50% 38% 52% 50% Students CWD 26% 26% 57% 50% 42% 56% 50% **CWOD 51%** 51% 49% 49% 45% 49% EL 33% 32% 50% 50% 53% 44% 50% 50% 46% 53% Male 47% 48% 38% 35% 34% 46% 42% 46% 38% 55% 46% 60% 53% 52% Female 49% 48% 52% 56% 33% 27% 38% ΑII 49% 24% 25% 21% 8% Science Students CWD 23% 52% 47% 27% 29% 25% 33% 27% 10% 42% 21% 17% Male 50% 44% 8% 9% 10% 8% Female 49% 38% 38% 33% 42% 38%

### STAAR Percent at Masters Grade Level

Non African American Pacific More Econ Econ Foster StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military All Subjects ΑII 18% 12% 17% 0% 15% 10% 11% 16% 23% Students CWOD 23% 20% 15% 15% 11% 13% 19% 15% 11% 13% 17% 0% 23% 9% 8% 10% 10% 10% 10% 11% 10% 11% 9% Male 20% 18% 11% 11% 14% 9% 14% 0% 13% 11% 11% Female 22% 19% 16% 15% 14% 18% 17% 9% 16% 22% 10% 18% 17% Reading ΑII 19% 16% 13% 13% 15% 4% 9% 17% Students 7% **CWD** CWOD 20% 15% 15% 15% 4% 18% 17% 17% 11% 21% 11% 7% 4% 0% 4% 4% 0% 7% Male 16% 14% 9% 10% 9% 8% 11% 0% Female 22% 25% 18% Mathematics All 23% 23% 17% 17% 18% 0% 20% 18% 16% 19% 33% Students CWD 10% 10% 0% 0% 33% CWOD 25% 19% 19% 21% 20% 21% 19% 20% 25% 20% 13% 21% 11% 21% 18% 23% EL 13% 18% 18% 13% 23% 23% 23% 23% 16% 15% 13% 19% 16% Male Female 24% 19% 19% 21% 15% 20% 13% 23% 19% 0% 0% 0% 0% 0% 0% Science ΑII 22% 16% Students CWD **CWOD 24%** 17% 0% 0% 0% 0% 0% 0% 0% FΙ 5% 4% 0% 0% 0% 0% Male 23% 17%

0%

0%

15%

Part (iii): Academic Growth and Graduation Rate

Female 21%

#### 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.

0%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading			•								
All Students	77	*	75	*	-	-	-	*	76	88	70
CWD	88	-	86	*	-	-	-	-	*	88	*
CWOD	75	*	73	*	-	-	-	*	75	-	65
EL	70	-	70	-	-	-	-	-	68	*	70
Male	76	-	75	*	-	-	-	-	70	83	71
Female	78	*	75	*	-	-	-	*	82	*	69
Mathematics											
All Students	74	*	76	*	-	-	-	*	77	69	87
CWD	69	-	79	*	-	-	-	-	*	69	*
CWOD	75	*	76	*	-	-	-	*	78	-	85
EL	87	-	87	-	-	-	-	-	82	*	87
Male	84	-	83	*	-	-	-	-	90	83	93
Female	64	*	68	*	-	-	-	*	62	*	81

## 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 (	Graduation 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.

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

**Total EL in Class** Proficiency of EL Rate of Proficiency 58 7 12%

- 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

Student Success (Student Achie			Hispanic e: STAAR Co	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	42	*	42	*	-	*	-	*	39	*	40
School Quality (College, Career,	and Militar	y 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 Disady	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						N		Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	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
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N		N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met `	N		Υ						Υ		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N		Υ
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N						N		N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N		N
English Learner Language Profi Interim Goals (2018-2022) Target Met Interim Goals (2023-2027) Target Met Interim Goals (2028-2032)	ciency Statu	s									42% Y 44% Y 46%
Target Met Long-Term Goals Target Met											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.

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

		Campus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е	Gumpuo	Amorioan	mopamo	***************************************	maian	Aoian	ioiaiiaoi	114000	Diodav	Diouav	0112	0.1.02		illaio	romaio	migrant
All Subjects	All Students	100%	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%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	100%	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-	100%	*
Reading	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	-	100%	100%	100%	-	*	100%	*	-
	CWOD	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	*	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	100%	-	100%	*
Mathematics	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	*
	CWD	100%	*	100%	*	-	-	-	- *	100%	100%	100%	-	4000/	100%	*	-
	CWOD	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%	<del>.</del>	*
	Female	100%	*	100%	*	-	*	-	*	100%	100%	*	100%	100%	-	100%	*
Science	All Students	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	100%	100%	-
	CWD	4000/	-	4000/	*	-	-	-	-	4000/	4000/		4000/	4000/	4000/	4000/	-
	CWOD	100%	-	100%		-	-	-	-	100%	100%	-	100%	100%	100%	100%	-
	EL	100%	-	100%	-	-	-	-	-	4000/		-	100%	100%	4000/		-
	Male	100%	-	100%	^	-	-	-	-	100%	*	*	100%	*	100%	4000/	-
Non-Participation	Female n <b>Rate</b>	100%	-	100%	-	-	-	-	-	100%			100%		-	100%	-
All Subjects	All Students	0%	0%	0%	0%	_	*	_	*	0%	0%	0%	0%	0%	0%	0%	0%
, Gazjeete	CWD	0%	*	0%	*	-	_	_	_	0%	0%	0%	-	0%	0%	0%	-
	CWOD	0%	0%	0%	0%	_	*	_	*	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	-	_	_	_	_	0%	0%	0%	0%	0%	0%	0%	0%
	Male	0%	*	0%	0%	_	_	_	_	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-	0%	*
Reading	All Students	0%	*	0%	0%	_	*	_	*	0%	0%	0%	0%	0%	0%	0%	*
ŭ	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	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%	-	*
	Female	0%	*	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	*
Mathematics	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	*	0%	*	-	-	-	-	0%	0%	0%	-	*	0%	*	-
	CWOD	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%	-	*
	Female	0%	*	0%	*	-	*	-	*	0%	0%	*	0%	0%	-	0%	*
Science	All Students	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	0%	0%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	-	*	*	-
	CWOD	0%	-	0%	*	-	-	-	-	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	*	*	-	0%	0%	*	*	-
	Male	0%	-	0%	*	-	-	-	-	0%	*	*	0%	*	0%	- <del>-</del> -	-
	Female	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.

Students Without Disabilities In-School Suspensions		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
·	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	6	*	*	*	*	*	*	*	*	
Out-of-School Suspensions		_									
	Male	6	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	8	*	*	*	*	*	*	*	*	
Expulsions											
With Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	
	Female	*	*	*	*	*	*	*	*	*	
	Total	*	*	*	*	*	*	*	*	*	

Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students Students with with Disabilities Disabilities (Section 504)
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	. Ottai										
out or comoci cuopemoione	Male	6	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	6	*	*	*	*	*	*	*	*	*
Expulsions	Total	Ü									
With Educational Services	Male	*	*	*	*	*	*	*	*	*	*
With Eddodional Oct vices	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*	*
Williout Eddodional Oct vices	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*	*
Officer Zero Toleratice Folicies	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
School-Related Arrests	Iotai										
Genooi-i Chated Arrests	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Total	*	*	*	*	*	*	*	*	*	*
Referrals to Law Enforcement	IUlai										
Releifais to Law Efficicement	Male	*	*	*	*	*	*	*	*	*	*
	Female	*	*	*	*	*	*	*	*	*	*
	Female Total	*	*	*	*	*	*	*	*	*	*
All Students	iolai										
Chronic Absenteeism	M-I-	40	*	0	*	*	*	*	*	*	£ *
	Male	12	*	8	*	*	*	*	*		5 * * *
	Female	10	*	8	*	*	*	*	*	5 7	
	Total	22	^	16	•	•	•	•	-	/	7 *

	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	*
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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Fleschool Flograms	Male	15	*	11	*	*	*	*	*	8	*
	Female	15	*	11	*	*	*	*	*	*	*
	Total	30	*	22	*	*	*	*	*	10	*
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

- Indicates results are masked due to small numbers to protect student confidentiality.
- 1\*\*1 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 School		
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 11.8%	
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	1.0	6.3%	

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

Grade 3	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	6,019	1%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4 Reading	6,061	1%	66	2%	-	-
Mathematics	6,056	1%	66	2%	-	-
Grade 5 Reading	6,162	2%	82	2%	-	-
Mathematics	6,160	1%	82	2%	-	-
Science	6,164	1%	82	2%	-	-
Grade 6 Reading	5,678	1%	60	2%	-	-
Mathematics	5,677	1%	60	1%	-	-
Grade 7 Reading	5,298	1%	55	1%	-	-
Mathematics	5,294	1%	55	1%	-	-
Grade 8 Reading	5,088	1%	49	1%	-	-
Mathematics	5,087	2%	49	2%	-	-
Science	5,087	1%	49	1%	-	-
End of Course English I	4,868	1%	40	1%	-	-
English II	4,556	1%	28	0%	-	-
Algebra I	4,884	1%	41	1%	-	-
Biology	4,861	1%	44	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
All Grades All Subjects	99,020	1%	1,084	1%	-	-
Reading	43,730	1%	468	1%	-	-
Mathematics	39,178	1%	441	2%	-	-
Science	16,112	1%	175	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
Orago 1	rtodding	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
					34			34		13
		White	21 *	22	34 *	32	35		10 *	
		American Indian		52		28		17		3
		Asian	16 *	16	23	25	42	37	19 *	22
		Pacific Islander		42		31		23		4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
						32			2	3
		Students with Disabilities	43	51	38		16	14		
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
	3	Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disady	38	35	45	43	16	20	1	1
					29	43 29	6	9	-	1
		Students with Disabilities	65	61					n/a	
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	Mathematics	Overall	30	30	37	36	24	24	9	10
		Black	44	53	41	34	13	11	1	2
		Hispanic	38	43	39	37	19	16	4	4
		White	16	20	33	37	35	31	16	13
		American Indian	*	44	*	38	*	14	*	4
		Asian	3	12	19	24	37	32	40	32
		Pacific Islander	*	36	*	39	*	18	*	6
		Two or More Races	24	27	43	36	24	25	8	13
		Econ 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	<b>%</b> 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

Subject Student Group % Grade

Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

#### Source: TEA Division of Student Assessment

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

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

Data are not available.

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