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

Campus Name: ARMENDARIZ MIDDLE Campus ID: 071902054 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander			Special Educ	EL (Current and Former)
Academic Performance (At Meets		Baseline 2016-17											
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		22 2022-23 through 2026-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		27 2027-28 through 2031-	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
		2032-33 Baseline 2016-17	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
	Mathematics	Rates 2017-18 through 2021-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		27 2027-28 through 2031-	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
		2032-33 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates 2017-18 through 2021-											41%
		22 2022-23 through 2026-											42%
		27 2027-28 through 2031-											44%
Out deserting Date A Vanual and Marketing I		32											46%
Graduation Rate:4-Year Longitudinal Rate		Baseline 2016-17 Rates 2017-18 through 2021-	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		22 2022-23 through 2026-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		27 2027-28 through 2031-	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at or above Meets Grade Level)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including: (aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
_	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades Å (90-00), B (80-89), Ć (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;

Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between

individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

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

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year

graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

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

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

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two											
					African			America	n	Pacific	or More	Econ	Non								Foste	
		State	District	Campus	American	Hispanio	White							CWD	cwor	EL I	Vlale	FemaleN	ligrantl	Homeles		
STAAR Percer	nt at Appro	aches	s Grade	Level or	r Above																	
Grade 6																						
Reading	All Students		65%	59%	*	59%	*	-	*	-	-	58%	60%	38%	61%	31%	59%	59%	*	-	-	*
	CWD	35%	32%	38%	-	38%	-	-	-	-	-	46%	*	38%	-	*	*	*	-	-	-	-
	CWOD		69%	61%	*	62%	*	-	*	-	-	60%	66%	-		33%		59%	*	-	-	*
	EL	42%	32%	31%	-	31%	-	-	-	-	-	38%	*	*		31%		*	-	-	-	-
	Male	63%	63%	59%	-	60%	*	-	*	-	-	56%	67%	*		38%	59%	-	-	-	-	*
	Female	2%	67%	59%	*	57%	*	-	-	-	-	61%	53%	*	59%	*	-	59%	*	-	-	*
Mathematic	s All Students		71%	60%	*	60%	*	-	*	-	-	57%	70%	35%	65%	39%	64%	55%	*	-	-	*
	CWD	50%	43%	35%	_	36%	*	_	_	_	_	41%	*	35%	_	43%	38%	*	_	_	_	_
	CWOD		75%	65%	*	64%	*	_	*	_	_	61%	79%	-	65%			59%	*	_	_	*
	EL	61%	49%	39%	_	40%	*	_	_	_	_	42%	*	43%	38%			36%	_	_	_	_
	Male	76%	71%	64%	_	64%	*	_	*	_	_	61%	75%			41%		-	_	_	_	*
	Female			55%	*	55%	*	-	-	-	-	53%	65%	*		36%	-	55%	*	-	-	*
Grade 7																						
Reading	All		70%	61%	*	60%	*	-	-	-	-	59%	64%	*	64%	34%	55%	67%	*	*	-	-
	Students		260/	*		*						*	_	*		*	*	*	*			
	CWD CWOD	37%	36% 73%	64%	*	64%	*	-	-	-	-	64%	- 64%		64%	36%	F00/-	70%	*	*	-	-
	EL	44%	35%	34%		34%		-	-	-	-	36%	*	*	36%			35%	*	*	-	-
	Male	69%	65%	55%	*	55%	-	_		_		53%	59%	*		33%		-	*	*	_	
	Female		75%	67%	*	68%	*	_	_	_	_	65%	75%	*		35%	-	67%	*	*	_	_
					_																	
Mathematic	s All Students		67%	53%	*	53%	*	-	-	-	-	51%	62%	*	58%	39%	54%	53%	*	*	-	-
	CWD	42%	35%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	*	-	-	-
	CWOD	75%	71%	58%	*	58%	*	-	-	-	-	57%	62%	-		42%		56%	*	*	-	-
	EL	52%	44%	39%	-	39%	-	-	-	-	-	37%	50%	*	42%	39%	37%	42%	*	*	-	-
	Male	69%	66%	54%	*	54%	-	-	-	-	-	51%	62%	*		37%	54%	-	*	*	-	-
	Female	73%	68%	53%	*	53%	*	-	-	-	-	51%	61%	*	56%	42%	-	53%	*	*	-	-
Grade 8																						
Reading	All Students		81%	83%	*	83%	-	-	-	-	*	80%	90%	*	85%	54%	79%	87%	*	*	*	*
	CWD	49%	47%	*	_	*	_	_	_	_	_	*	_	*	_	*	*	_	_	_	_	_
	CWOD		85%	85%	*	85%	_	_		_	*	83%	90%	_	85%	57%	82%	87%	*	*	*	*
	EL	58%	44%	54%	_	54%	_	_		_	_	47%	73%	*	57%			56%	_	_	*	_
	Male	82%	79%	79%	_	79%	_	_		_	_	75%	87%	*		52%		-	*	_	*	*
	Female		84%	87%	*	87%	-	-	-	-	*	85%	93%	-	87%		-	87%	-	*	*	*
Mathematic	cs All	85%	85%	83%	*	83%	_	_	_	_	*	81%	89%	*	86%	71%	76%	90%	_	*	*	_
	Students																					
	CWD	53%		*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		89%	86%	*	86%	-	-	-	-	*	86%	89%	-		78%		91%	-	*	*	-
	EL	73%	72%	71%	-	71%	-	-	-	-	-	70%	78%	*		71%		80%	-	-	*	-
	Male	82%	82%	76%	*	76%	-	-	-	-	-	73%	82%	*		67%	76%	-	-	-	*	-
	Female	87%	88%	90%	•	90%	-	-	-	-	•	88%	94%	•	91%	80%	-	90%	-	•	•	-
Science	All	75%	72%	74%	*	74%	-	-	-	-	*	73%	76%	40%	77%	47%	68%	79%	*	*	*	*
	Students CWD		20%	40%		40%						40%	_	40%	_	*	42%	*				
	CWD			77%	*	77%	-	-	-	-	*	77%	76%	40 /0		49%		80%	*	*	*	*
	EL		40%	47%	_	47%	-	-	-	-		49%	42%	*		47%		42%	_	_	*	_
	Male			68%	_	68%	_	_	_	_	_	66%		42%		52%		-	*	_	*	*
	Female			79%	*	79%	-	-	-	-	*	79%	79%	*		42%		79%	-	*	*	*
End of Cours	e																					
Algebra I	All	82%	84%	100%	_	100%	_	_	_	_	_	100%	100%	_	100%	1	00%	100%	*	_	_	*
	Students			• , 0																		
	CWD		53%	_	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD			100%	-	100%	-	-	-	-	-	100%	100%	-	100%	- 1	00%	100%	*	-	-	*
	EL		72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male			100%	-	100%	-	-	-	-	-	100%	*	-	100%		00%	-	*	-	-	*
	Female	87%	87%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	-	-	100%	-	-	-	*

STAAR Percent at Meets Grade Level or Above

Two or Non African Pacific More Econ Econ Foster American StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military Reading ΑII 38% 34% 30% 28% 37% 19% 32% 17% 24% 38% Students CWD 22% 19% 19% 23% 19% **CWOD 40%** 36% 32% 31% 29% 41% 32% 19% 25% 40% 14% 9% 17% 17% 21% 19% 17% 8% EL Male 34% 31% 24% 24% 19% 39% 25% 8% 24% Female 42% 37% 38% 36% 39% 35% 40% 38% Mathematics All 43% 36% 19% 18% 17% 27% 12% 20% 6% 22% 16% Students CWD 23% 20% 12% 12% 14% 12% 7% 13% **CWOD 46%** 38% 20% 19% 17% 30% 20% 5% 24% 17% 24% 16% 7% EL 6% 6% 6% 5% 6% 3% 8% Male 44% 38% 22% 22% 18% 35% 13% 24% 3% 22% 34% 16% 18% 16% Female 42% 14% 15% 17% 8% Grade 7 33% 40% Reading ΑII 47% 42% 33% 31% 35% 5% 30% 37% Students CWD 23% 22% CWOD 50% 44% 35% 35% 33% 40% 35% 5% 32% 38% EL 16% 11% 5% 5% 0% 5% 5% 7% 0% Male 42% 37% 30% 31% 25% 41% 32% 7% 30% Female 53% 48% 37% 36% 37% 38% 38% 0% 37% Mathematics All 39% 35% 23% 22% 20% 30% 25% 8% 24% 21% Students CWD 20% 19% **CWOD 41%** 37% 25% 25% 24% 30% 25% 9% 28% 23% 14% 6% 17% 9% 8% 11% 17% 8% 8% EL 4% Male 38% 36% 24% 24% 21% 31% 28% 11% 24% Female 40% 28% Grade 8 Reading ΑII 48% 43% 39% 38% 38% 40% 39% 12% 35% 42% Students CWD 23% 20% **CWOD 51%** 46% 39% 38% 38% 40% 39% 14% 34% 42% 10% FΙ 13% 7% 12% 12% 18% 14% 12% 8% 19% Male 44% 39% 35% 35% 35% 35% 34% 8% 35% Female 53% 48% 42% 42% 41% 44% 42% 19% 42% Mathematics All 50% 41% 42% 41% 43% 42% 17% 42% 41% Students CWD 25% CWOD 53% 45% 42% 43% 42% 43% 42% 19% 44% 30% 21% 17% 18% 11% 19% 17% 26% 0% 48% 41% 42% 42% 37% 59% 44% 26% 42% Male Female 53% 41% 0% Science All 50% 46% 52% 52% 50% 55% 20% 55% 17% 55% 49% Students CWD 23% 22% 20% 20% 20% 20% 25% **CWOD 53%** 55% 55% 20% 60% 51% 49% 55% 55% 55% 17% 24% EL 19% 15% 17% 17% 20% 8% 20% 8% 25% 51% 55% 53% 61% 60% 24% 55% Male 47% 55% Female 50% 45% 49% 49% 50% 51% 8% 49% 48% End of Course Algebra I ΑII 53% 59% 92% 92% 93% 91% 92% 100% 88% Students CWD 19% CWOD 58% 64% 92% 92% 93% 91% 92% 100% 88% 29% 34% Male 49% 55% 100% 100% 100% 100% 100% Female 58% 63% 88% 88% 89% 86% 88% 88% STAAR Percent at Masters Grade Level Grade 6 14% Reading ΑII 18% 15% 13% 13% 14% 6% 14% 14% 5% 22% Students CWD 8% 6% 6% 6% 8% 6% **CWOD 20%** 16% 14% 15% 13% 16% 14% 14% 6% 22% 3% 14% 14% 14% 8% 15% Male 13% 5% 6% 11% 6% 8% 5% Female 22% 18% 24% 18% Mathematics ΑII 18% 5% 4% 8% 12% 4% 2% 3% Students CWD 9% 8% 12% 12% 14% 12% 7% 13% CWOD 19% 15% 4% 3% 2% 9% 4% 0% 5% 2% 7% 2% 0% 0% FΙ 6% 4% 2% 2% 2% 4% 13% 18% 15% 4% 15% 5% 0% Male 7% 6% 7% Female 17% 3% 3% 0% 4% 3% 13% 3% 2% Grade 7

22%

24%

23%

0% 20%

25%

28%

10%

23%

ΑII

Students CWD

Reading

22%

22%

Two or Non African Pacific More Econ Foster American Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRacesDisadvDisadvCWDCWOD EL Male FemaleMigrantHomeless Care Military CWOD 30% 25% 23% 23% 23% 24% 23% 0% 21% 26% 6% 4% 0% 0% 0% 0% 0% 0% 0% EL 24% 20% 20% 20% 20% 21% 21% 0% Male 20% Female 33% 25% 24% 23% 31% 0% Mathematics All 18% 15% 8% 8% 7% 11% 9% 0% 11% 4% Students **CWD** 7% 6% 11% **CWOD** 19% 16% 9% 9% 8% 9% 0% 13% 5% FΙ 5% 3% 0% 0% 0% 0% 0% 0% 0% 0% 11% Male 17% 15% 11% 10% 14% 13% 0% 11% Female 18% 15% 4% 4% 6% 0% 4% 4% 5% Grade 8 ΑII 26% 14% 14% 15% 12% 14% 2% 15% 21% 13% Reading Students 8% 4% CWD 28% 14% 15% 16% 12% 14% 3% 13% 15% **CWOD** 23% 2% 0% 3% 0% 4% 2% 2% 3% 2% 6% Male 22% 18% 13% 13% 13% 13% 13% 0% 13% Female 30% 25% 15% 11% 15% 6% 15% 15% Mathematics All 15% 7% 6% 6% 5% 9% 4% 0% 6% 6% Students CWD 9% 5% CWOD 4% 4% 2% 9% 4% 0% 2% 6% 16% 7% 6% 3% 0% 0% 0% 0% 0% EL 0% 0% 0% Male 14% 7% 6% 6% 6% 6% 2% 0% 6% Female 16% 7% 6% 6% 4% 11% 6% 0% 6% Science ΑII 27% 26% 26% 31% 28% 6% 33% 20% Students CWD 8% 7% 7% 7% 7% **CWOD 29%** 24% 28% 28% 26% 31% 28% 7% 37% 21% EL 6% 4% 6% 6% 7% 0% 7% 6% 10% 0% Male 29% 24% 33% 33% 32% 35% 8% 37% 10% 33% Female 25% 20% 20% 21% 17% 29% 21% 0% 20% End of Course Algebra I ΑII 31% 38% 81% 81% 87% 73% 81% 100% 69% Students **CWD** 7% 9% CWOD 34% 42% 81% 81% 87% 73% 81% 100% 69% 12% 16% EL 28% 36% 100% 100% 100% 100% 100% Male Female 34% 40% 69% 69% 78% 57% 69% 69% STAAR Percent at Approaches Grade Level or Above All Grades All Subjects ΑII 68% 89% 68% 65% 74% 32% 71% 45% 65% 71% 45% 100% Students CWD 45% 45% 32% 32% 34% 32% 31% 33% 29% **CWOD 80%** 89% 76% 71% 56% 100% 79% 71% 71% 70% 48% 69% 73% EL 60% 57% 45% 45% 45% 45% 31% 48% 45% 46% 44% 100% 65% Male 74% 72% 65% 62% 72% 33% 69% 46% 65% Female 79% 86% 71% 69% 77% 73% 44% 71% 100% 77% 71% 29% Reading ΑII 73% 70% 68% 68% 66% 73% 32% 71% 40% 64% 72% Students CWD 39% 32% 32% 35% 32% 31% CWOD 77% 74% 69% 75% 71% 43% 68% 74% 71% 71% 52% 47% 40% 40% 40% 41% 43% 40% 42% 39% Male 69% 66% 64% 64% 61% 70% 31% 68% 42% 64% 74% 72% 72% 77% 74% 39% 72% Female 77% 71% Mathematics All 80% 80% 66% 65% 63% 75% 29% 70% 48% 65% 67% Students CWD 52% 53% 29% 30% 31% 33% 32% 29% 25% **CWOD 83%** 84% 70% 70% 68% 77% 70% 51% 70% 70% 52% 33% 51% EL 70% 70% 48% 48% 47% 48% 47% 48% 73% Male 78% 79% 65% 64% 62% 32% 70% 47% 65% 67% Female 82% 81% 67% 67% 64% 77% 25% 70% 48% Science ΑII 76% 47% 68% Students CWD 48% 40% 40% 40% CWOD 82% 81% 77% 77% 77% 76% 77% 49% 73% 80% 58% 55% 47% 47% 49% 42% 49% 47% 52% 42% Male 78% 76% 68% 68% 66% 74% 42% 73% 52% 68% Female 80% 78% 79% 79% 79% 79% 80% 42% 79% STAAR Percent at Meets Grade Level or Above All Grades 90% 44% 35% 33% 41% 15% 37% 11% 34% 45% All Subjects All 35% 36% Students CWD 23% 15% 16% 15% 15% 4% 18% 6% 42% 90% CWOD 50% 47% 37% 44% 37% 35% 37% 12% 36% 38% 56% 11% 26% 24% 11% 12% 11% 13%

					African			America	•	Pacific	Two or More	Econ	Non								Foste	
		State	District	:amnus	American	lisnani								cwn,	CWOL	FI	Male	Female	Migranth			
	Male	45%	43%	34%	*	34%	*	-	*	-	-	30%	44%					-	*	*	*	80%
	Female		46%	36%	57%	36%	*	-	-	-	*	35%	39%	6%	38%	9%	-	36%	*	*	*	100%
Reading	All	46%	42%	34%	*	34%	*	_	*	_	*	32%	39%	21%	35%	11%	30%	39%	*	*	*	*
	Students																					
	CWD	22%	19%	21%	-	21%	-	-	-	-	-	23%	*	21%	-	*	23%	*	*	-	-	-
	CWOD	48%	45%	35%	*	35%	*	-	*	-	*	33%	40%	-	35%	11%	31%	40%	*	*	*	*
	EL	21%	20%	11%	-	11%	-	-	-	-	-	9%	15%	*	11%	11%	8%	14%	*	*	*	-
	Male	41%	38%	30%	*	30%	*	-	*	-	-	26%	39%	23%	31%	8%	30%	-	*	*	*	*
	Female	50%	46%	39%	*	38%	*	-	-	-	*	39%	40%	*	40%	14%	-	39%	*	*	*	*
Mathematics	All	48%	48%	30%	*	30%	*	_	*	_	*	27%	38%	10%	32%	10%	31%	29%	*	*	*	*
	Students																					
	CWD	26%	26%	10%	_	11%	*	_	_	_	_	11%	*	10%	_	4%	13%	5%	*	_	_	_
	CWOD		51%	32%	*	32%	*	_	*	_	*	30%	39%	-	32%			31%	*	*	*	*
	EL	33%	32%	10%	_	10%	*	_	_	_	_	9%	11%	4%	11%			5%	*	*	*	_
	Male	47%	48%	31%	*	31%	*	_	*	-	-	26%	43%	13%			31%	-	*	*	*	*
	Female		48%	29%	*	29%	*	-	-	-	*	28%	32%	5%	31%		_	29%	*	*	*	*
Science	All	49%	44%	52%	*	52%					*	50%	55%	20%	55%	170/	EE0/	49%	*	*	*	*
	Students	49%	4470	32%		3270	-	-	-	-		30%	33%	20%	3376	17 70	33%	49%				
	CWD	23%	21%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	*	25%	*	-	-	-	-
	CWOD	52%	47%	55%	*	55%	-	-	-	-	*	55%	55%	-	55%	20%	60%	51%	*	*	*	*
	EL	21%	17%	17%	-	17%	-	-	-	-	-	20%	8%	*	20%	17%	24%	8%	-	-	*	-
	Male	50%	44%	55%	-	55%	-	-	-	-	-	53%	61%		60%	24%	55%	-	*	-	*	*
	Female	49%	43%	49%	*	49%	-	-	-	-	*	48%	50%	*	51%	8%	-	49%	-	*	*	*
All Grades All Subjects	All Students	21%	18%	15%	11%	15%	*	-	*	-	*	14%	18%	9%	16%		15%	15%	36%	*	*	40%
	CWD	8%	7%	9%	-	9%	*	-	-	-	-	10%	*	9%	-	4%	11%	6%	*	-	-	-
	CWOD		20%	16%	11%	16%	*	-	*	-	*	15%	19%	-	16%			16%	44%	*	*	40%
	EL	9%	8%	3%	*	3%	*	-	-	-	-	3%	0%	4%	3%	3%	2%	4%	*	*	*	-
	Male	20%	18%	15%		15%	*	-	*	-	-	14%	19%	11%	16%	2%	15%	-	*	*	*	40%
	Female	22%	19%	15%	14%	15%	*	-	-	-	*	14%	18%	6%	16%	4%	-	15%	*	*	*	40%
Reading	All Students	19%	16%	17%	*	17%	*	-	*	-	*	17%	17%	9%	17%	4%	13%	20%	*	*	*	*
	CWD	7%	6%	9%	_	9%	_	_	_	_	_	10%	*	9%	_	*	8%	*	*	_	_	_
	CWOD		17%	17%	*	18%	*	_	*	_	*	17%	17%	-	17%	4%	14%	21%	*	*	*	*
	EL	7%	7%	4%	-	4%	_	_	-	-	-	6%	0%	*	4%	4%	2%	8%	*	*	*	-
	Male	16%	14%	13%	*	14%	*	_	*	_	_	12%	16%	8%	14%	2%	13%	-	*	*	*	*
	Female	22%	19%	20%	*	21%	*	-	-	-	*	21%	18%	*	21%	8%	-	20%	*	*	*	*
Mathematics		23%	23%	10%	*	10%	*	-	*	-	*	8%	15%	10%	10%	1%	12%	8%	*	*	*	*
	Students	400/	400/	400/		440/						440/		400/		40/	400/	5 0/				
	CWOD	10%	10%	10% 10%	- *	11% 10%	*	-	*	-	*	11% 8%	1E0/	10%	100/		13% 11%	5% 9%	*	*	*	*
	CWOD		25%				*	-		-			15% 0%	- 4%	10%	0%	0%		*	*	*	
	EL	13%	13%	1%	-	1%	*	-	*	-	-	1%			0%	1%		2%	*	*	*	*
	Male Female	23%	23% 23%	12% 8%	*	11% 9%	*	-	-	-	*	10% 7%	17% 12%	13% 5%	11% 9%	0% 2%	12%	8%	*	*	*	*
Science	All	22%	16%	26%	*	26%	_	-	_	_	*	24%	31%	7%	28%		33%	20%	*	*	*	*
	Students																					
	CWD	7%	5%	7%	-	7%	-	-	-	-	-	7%	-	7%	-	*	8%	*	-	-	-	-
	CWOD	24%	17%	28%	*	28%	-	-	-	-	*	26%	31%	-	28%		37%	21%	*	*	*	*
	EL	5%	4%	6%	-	6%	-	-	-	-	-	7%	0%	*	7%		10%	0%	-	-	*	-
	Male	23%	17%	33%	-	33%	-	-	-	-	-	32%	35%	8%	37%		33%	<u>-</u>	*	-	*	*
	Female	21%	15%	20%	*	21%	-	-	-	-	*	17%	29%	*	21%	0%	-	20%	-	*	*	*

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and ELA/reading for public elementary schools and secondary schools which don't have a graduation rate. These results include all students tested, regardless of whether they were in the accountability subset.

	All	African	Illamania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	
Academic Growth Score	Students	American	ніѕрапіс	wnite	indian	Asian	isiander	Races	Disagv	CWD	EL
Reading											
All Students	64	*	64	*	-	*	-	*	62	51	64
CWD	51	-	51	-	-	-	-	-	53	51	57
CWOD	65	*	65	*	-	*	-	*	63	-	65
EL	64	-	64	-	-	-	-	-	60	57	64
Male	61	*	61	-	-	*	-	-	59	56	74
Female	68	*	67	*	_	-	-	*	66	*	49
Mathematics											
All Students	60	*	60	*	-	*	-	*	57	41	57
CWD	41	_	42	*	_	_	_	_	43	41	44
CWOD	63	*	63	*	-	*	-	*	60	-	61
EL	57	_	57	-	_	-	-	_	54	44	57
Male	57	*	57	*	_	*	_	_	52	46	54

Indicates zero observations reported for this group.

ΔII African Pacific Two or More American **Econ** Students American Hispanic White CWD EL Indian Disadv Asian Islander Races Female 64 63 33 62

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates			-										
4-year Longitudinal Cohort Gra	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates results are masked due to small numbers to protect student confidentiality.
- ... 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
167	10	6%

- 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	39	*	39	*	-	*	-	*	37	19	20
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 Disady	CWD	EL+
STAAR Performance Status	Otadonio	Amorioan	тпоратно	***************************************	maian	Aoian	ioiuiiuoi	racco	Dioday	02	
Reading	4.40/	000/	070/	000/	400/	7.40/	450/	500/	000/	400/	000/
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N		N						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N						N	N	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N		N						N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met `	N		N						N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022) Target Met Interim Goals (2023-2027)

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

		Campus	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	е	Oumpus	American	mopanic	Willia	maian	Asian	isianaci	Nuccs	Disauv	Disauv	OND	OHOD		Maic	remaie	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%	99%	100%	100%
	Male	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	99%	100%	-	100%
	Female	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	100%	*	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
· ·	CWD	100%	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	*	-	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	100%	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%		-	*	-	*	100%	100%	-	100%	100%	100%	100%	*
	EL	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male .	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	99%	*	99%	-	-	-	-	*	99%	100%	100%	99%	98%	99%	100%	*
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	*	-
	CWOD	99%	*	99%	-	-	-	-	*	99%	100%	-	99%	98%	99%	100%	*
	EL	98%	-	98%	-	-	-	-	-	98%	100%	100%	98%	98%	97%	100%	-
	Male	99%	-	99%	-	-	-	-	-	98%	100%	100%	99%	97%	99%	-	*
	Female	100%	*	100%	-	-	-	-	*	100%	100%	*	100%	100%	-	100%	-
Non-Participation	n Rate																
All Subjects	All Students	0%	0%	0%	0%	_	*	_	*	0%	0%	0%	0%	0%	0%	0%	0%
,	CWD	0%	-	0%	*	-	-	-	-	0%	0%	0%	-	0%	0%	0%	*
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	0%
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	0%
	Male	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	1%	0%	-	0%
	Female	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students		*	0%	*	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	*	-	*	0%	0%		0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	*	0%	*	-	*	-	*	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	0%	*
Science	All Students		*	1%	-	-	-	-	*	1%	0%	0%	1%	2%	1%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	*	-
	CWOD	1%	*	1%	-	-	-	-	*	1%	0%	-	1%	2%	1%	0%	*
	EL	2%	-	2%	-	-	-	-	-	2%	0%	0%	2%	2%	3%	0%	-
	Male .	1%	-	1%	-	-	-	-	-	2%	0%	0%	1%	3%	1%	-	*
	Female	0%	*	0%	-	-	-	-	*	0%	0%	*	0%	0%	-	0%	-

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

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety.

						Indian or			Two or		Students	Students with
		Total	African American	Hienanie	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with	Disabilities (Section 504)
Students Without Disabilities		Students	American	пізрапіс	wille	Native	Asiaii	isianuei	Naces	EL	Disabilities	(Section 504)
In-School Suspensions												
	Male	60	*	56	*	*	*	*	*	14		
	Female	17	*	17	*	*	*	*	*	5		
	Total	77	*	73	*	*	*	*	*	19		
Out-of-School Suspensions								_				
	Male .	41	*	37	*	*	*	*	*	10 *		
	Female	7	*	7	*	*	*	*	*			
Foundations	Total	48	•	44	•	•	•	•	•	10		
Expulsions With Educational Sandage	Male	*	*	*	*	*	*	*	*	*		
With Educational Services	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
Without Educational Cervices	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
Citati Zara raiaranta rainisa	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
·	Male	8	*	8	*	*	*	*	*	5 *		5
	Female		*	*	*	*	*	*	*			*
	Total	10	*	10	*	*	*	*	*	7		5
Out-of-School Suspensions												
	Male	7	*	7	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	7	*	*	*	*	*	*		6
Expulsions	Mala	*	*	*	*	*	*	*	*			*
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
Williout Educational Services	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero foleration Folioles	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism	Mala	26	*	22	*	*	*	*	*	11	11	*
	Male	36 17	*	32 17	*	*	*	*	*	14 *	11 *	*
	Female Total	53	*	49	*	*	*	*	*	16	13	*
	เปลี่ย	55		49						10	13	

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 Incidents of threats of physical attack with a weapon Incidents of threats of physical attack with a firearm or explosive device Incidents of threats of physical attack without a weapon

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

^{...} Indicates zero observations reported for this group.

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

Total

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
G	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	_	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	_	-	_	_	-	-	_	_	-	-

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

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

... Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 6.0	Percent 15.3%
Teachers Teaching with Emergency or Provisional Credentials	2.0	5.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the	1.5	4.1%

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%	88	2%	-	-
Mathematics	6,020	1%	88	2%	-	-
Grade 4						
Reading	6,061	1%	66	2%	-	-
Mathematics	6,056	1%	66	2%	-	-
Grado 5						

Reading	State Number of ALT2 6,162	State Rate of ALT2 2%	District Number of ALT2 82	District Rate of ALT2 2%	Campus Number of ALT2 -	Campus Rate of ALT2 -
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%	-	-
All Grades All Subjects	99,020	1%	1,084	1%	15	1%
Reading	43,730	1%	468	1%	6	1%
Mathematics	39,178	1%	441	2%	6	1%
Science	16,112	1%	175	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 At	ove 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
		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
		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 Disadv	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
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

Indicates zero observations reported for this group.

			% Belo	w Basic	% At or At	bove Basic	% At or Abo	ve Proficient	% At or Abov	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

Indicates reporting standards not met.

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