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

Campus Name: INTERNATIONAL H S Campus ID: 227901029 District Name: AUSTIN ISD

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

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

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

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	Cnasial	(Current and
				American I	lienanic	White	Indian	Asian	Islander			Special Educ	Former)
Academic Performance (At Meets		Baseline 2016-17	Ottadents	Americani	поратис	winte	malan	Asiaii	isianaci	Races	Disaav	Luuc	i oimei,
Grade Level or Above)	Reading/ELA	Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
,	J	2017-18 through											
		2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		2022-23 through											
		2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
		2027-28 through	000/	E 40/	F00/	700/	000/	000/	000/	700/	FF0/	450/	500 /
		2031-32 2032-33	62% 72%	54% 66%	58% 69%	73% 80%	62% 72%	82% 87%	63% 73%	70% 78%	55% 67%	45% 60%	52% 65%
		2032-33 Baseline 2016-17	12%	00%	69%	80%	12%	87%	13%	78%	07%	60%	05%
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	au.io.iiau.oo	2017-18 through	.070	0.70	.0,0	0070	1070	0270	0070	0.70	0070	2070	1070
		2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2022-23 through											
		2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
		2027-28 through						/		/			
		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%
EET TOGICSS		2017-18 through											7170
		2021-22											42%
		2022-23 through											
		2026-27											44%
		2027-28 through											
		2031-32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17	000/	0.50/	070/	000/	000/	0.50/	000/	000/	000/	700/	700/
Rate		Rates 2017-18 through	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-16 tillough 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		2022-23 through	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0	30 /0
		2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through											
		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											
					African			America	n	Pacific	or More	Econ	Non Econ								Foster	
		State	District(Campus		ıHispani									cwo	EL I	Malel	emale	Migrant	Homeless		
STAAR Percei		aches	Grade	Level or	Above																	
End of Cours	se																					
English I	All Students	64%	67%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	CWD	25%	34%	-	-	-	-	-	-	_	-	_	-	-	-	-	_	-	_	-	_	-
	CWOD		72%	*	*	*	*	_	*	_	_	*	*	_	*	*	*	*	_	*	_	_
	EL	30%	32%	*	*	*	*	_	*	_	_	*	*	_	*	*	*	*	_	*	_	_
	Male	57%	61%	*	*	*	*	_	*	_	_	*	*	_	*	*	*	_	_	*	_	_
	Female		74%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	*	-	-
English II	All Students	66%	67%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	CWD	25%	32%		_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWOD		72%	*	*	*	*		*			*	*		*	*	*	*		*		
	EL	27%	26%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	61%	63%	*	*	*	*	-		-	-	*		-	*	*	*		-	*	-	-
	Female		72%	*	*	*	*	-	*	-	-	*	*	-	*	*	_	*	-	*	-	-
Algebra I	All	82%	88%	81%	71%	85%	62%	_	*	-	-	81%	-	-	81%	81%	81%	81%	-	100%	-	_
	Students CWD	47%	60%		_																	
	CWD		92%	- 81%	71%	- 85%	- 62%	-	*	-	-	- 81%	-	-	210/	81%	- 81%	81%	-	100%	-	-
						85%		-	*	-	-		-	-					-		-	-
	EL	67%	76%	81%	71%		62%	-	*	-	-	81%		-		81%		81%	-	100%	-	-
	Male	78%	85%	81%	100%	80%		-		-	-	81%	-	-		81%		- 040/	-		-	-
	Female	8/%	91%	81%		93%	64%	-		-	-	81%	-	-	81%	81%	-	81%	-	100%	-	-
Biology	All Students	86%	88%	53%	71%	52%	*	-	*	-	-	52%	*	-	53%	53%	53%	51%	-	50%	-	-
	CWD	56%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	89%	91%	53%	71%	52%	*	-	*	-	-	52%	*	-	53%	53%	53%	51%	-	50%	-	-
	EL	64%	67%	53%	71%	52%	*	-	*	-	-	52%	*	-	53%	53%	53%	51%	-	50%	-	-
	Male	83%	87%	53%	83%	46%	*	-	-	_	-	53%	-	-		53%		-	_	*	_	-
	Female		89%	51%	*	56%	*	-	*	-	-	50%	*	-		51%	-	51%	-	*	-	-
STAAR Percei End of Cours		Grade	Level	or Abov	e																	
English I	All	43%	51%	*	*	*	*	_	*	_	_	*	*	_	*	*	*	*	_	*	_	_
Liigiioii i	Students																					
		14%	19%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		55%					-		-	-			-					-	*	-	-
	EL	10%	12%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	Male	37%	45%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	-	-	*	-	-
	Female	51%	57%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	*	-	*	-	-
English II	All Students	47%	51%	*	*	*	*	-	*	-	-	*	*	-	*	*	*	*	-	*	-	-
	CWD	14%	19%	-	-	-	-	-	-	_	-	_	-	-	-	-	_	-	_	-	_	-
	CWOD		55%	*	*	*	*	_	*	_	_	*	*	_	*	*	*	*	_	*	_	_
	EL	9%	9%	*	*	*	*	_	*	_	_	*	*	_	*	*	*	*	_	*	_	_
	Male	41%	46%	*	*	*	*	_	_	_	_	*	_	_	*	*	*	_	_	*	_	_
	Female		57%	*	*	*	*	-	*	-	-	*	*	-	*	*	-	*	-	*	-	-
Algebra I	All Students			34%	14%	40%	8%	-	*	-	-	34%	-	-	34%	34%	25%	45%	-	22%	-	-
	CWD	19%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD		71%	34%	14%	40%	8%	-	*	-	-	34%	-	-		34%		45%	-	22%	-	-
	EL	29%	40%	34%	14%	40%	8%	-	*	-	-	34%	-	-		34%		45%	-	22%	-	-
	N 4 - 1 -	49%	63%	25%	20%	25%	*	-	*	-	-	25%	-	-		25%		-	-	*	-	-
	Male				*	63%	9%	-	*	-	-	45%	-	-	45%	45%	-	45%	-	40%	-	-
	Female		69%	45%		0070																
Biology	Female All Students	58%	64%	45% 10%	14%	10%	*	-	*	-	-	9%	*	-	10%	10%	7%	14%	-	0%	-	-
Biology	Female All Students CWD	58% 57% 22%	64% 30%	10% -	14%	10%	*	-	*	-	-	_	_	-	-	-	-	-	-	_	-	-
Biology	All Students CWD CWOD	58% 57% 22% 61%	64% 30% 69%	10% - 10%	14% - 14%	10% - 10%	* - *	- - -	* - *	-	- - -	- 9%	- *	- - -	- 10%	- 10%	- 7%	14% - 14%		- 0%	-	-
Biology	All Students CWD CWOD EL	58% 57% 22% 61% 20%	64% 30% 69% 22%	10% - 10% 10%	14% - 14% 14%	10%	* - * *	- - -	* - * *	- - - -	- - -	_	_	- - -	- 10% 10%	- 10% 10%	- 7% 7%	-		- 0% 0%	- - -	- - -
Biology	All Students CWD CWOD	58% 57% 22% 61% 20% 55%	64% 30% 69% 22%	10% - 10%	14% - 14%	10% - 10%	* - * *	- - - -	* * *	-	- - - -	- 9%	- *	- - - -	- 10% 10% 7%	- 10%	- 7% 7% 7%	- 14%		- 0%		- - -

Two or

											Two or		Non									
					African			Americ	an	Pacific		Econ									Foster	
E	۸.۱۰			Campus	Americar	Hispani								CWDCW	OD	EL N	laleF	emaleN	ligrantl	Homeless	Care	Military
English I	All Students	7%	11%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
,	CWD	3%	4%	-	_	_	_	_	-	_	_	_	_		_	_	_	_	_	_	_	_
	CWOD		12%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	EL	0%	1%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	Male Female	5%	9% 14%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	гептан	970	14 70					-	-	-	-			-			-		-		-	-
English II	All	8%	13%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
_	Students																					
	CWD	4%	5%	-	-	-	-	-	-	-	-	-	-		- *	-	-	-	-	-	-	-
	CWOD EL	8% 0%	14% 1%	*	*	*	*	-	*	-	-	*	*		*	*	*	*	-	*	-	-
	Male	5%	9%	*	*	*	*	_	_	_	_	*	_	_ ,	*	*	*	_	_	*	_	_
	Female		17%	*	*	*	*	-	*	-	-	*	*	- '	*	*	-	*	-	*	-	-
Algebra I	All	31%	35%	11%	0%	12%	8%	-	*	-	-	11%	-	- 11	1%	11% 1	0%	12%	-	0%	-	-
,	Students CWD	7%	9%	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_	_	_	_
	CWOD		39%	11%	0%	12%	8%	_	*	_	_	11%	-	- 11	1%	11% 1	0%	12%	-	0%	-	-
	EL	12%	15%	11%	0%	12%	8%	-	*	-	-	11%	-	- 11		11% 1		12%	-	0%	-	-
	Male	28%	33%	10%	0%	10%	*	-	*	-	-	10%	-			10% 1		-	-	*	-	-
	Female	34%	37%	12%	*	15%	9%	-	*	-	-	12%	-	- 12	2%	12%	-	12%	-	0%	-	-
Biology	All	23%	31%	0%	0%	0%	*	_	*	_	_	0%	*	- 0	%	0% (1%	0%	_	0%	_	_
	Students	_0 /0	J 1 /0	J /0	J /0	J /0		-			•	3 /0		0	, 5	5,0 (. , 0	2,0		3,0		
	CWD	5%	9%	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
	CWOD	25%	33%	0%	0%	0%	*	-	*	-	-	0%	*		%		0%	0%	-	0%	-	-
	EL	3%	4%	0%	0%	0%	*	-	*	-	-	0%	*		%		0%	0%	-	0%	-	-
	Male	22%	31%	0% 0%	0%	0% 0%	*	-	- *	-	-	0% 0%	- *		% %		0%	- 0%	-	*	-	-
	Female	∠3%	31%	0%	**	0%		-		-	-	0%		- 0	%	0%	-	0%	-		-	-
STAAR Percent	at Appro	aches	Grade	Level o	r Above																	
All Grades	ΛU	770/	770/	2007	260/	2007	240/		450/			240/	*		10/	200/ 0	00/	240/		200/		
All Subjects	All Students	11%	77%	29%	36%	30%	21%	-	45%	-	-	31%	-	- 29	1%	29% 2	8%	31%	-	38%	-	-
,	CWD	45%	48%	_	_	_	_	_	_	_	_	_	_		_	_	_	_	_	_	_	_
	CWOD		81%	29%	36%	30%	21%	_	45%	_	_	31%	*	- 29	9%	29%2	8%	31%	-	38%	-	-
	EL	60%	60%	29%	36%	30%	21%	-	45%	-	-	31%	*			29%2		31%	-	38%	-	-
	Male	74%	75%	28%	45%	27%	*	-	*	-	-	29%	*			28%2		-	-	41%	-	-
	Female	79%	80%	31%	*	33%	23%	-	*	-	-	32%	*	- 31	۱%	31%	-	31%	-	35%	-	-
Reading	All	73%	75%	*	*	*	*	_	*	_	_	*	*	_ ,	*	*	*	*	_	*	_	_
	Students																					
	CWD	39%	43%	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
	CWOD		79%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	EL	52%	53%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	Male Female	69%	71% 78%	*	*	*	*	-	*	-	-	*	*	_ ,	*	*	_	*	-	*	-	-
	. 0	,0	. 0 / 0																			
Mathematics		80%	80%	81%	71%	85%	62%	-	*	-	-	81%	-	- 81	۱%	81%8	1%	81%	-	100%	-	-
	Students	500 /	500 /																			
	CWD CWOD		53% 84%	- 81%	71%	- 85%	62%	-	*	-	-	- 81%	-	- 01	- 10/.	- 81%8	10/	010/	-	100%	-	-
	EL	70%	69%	81%	71%	85%	62%	-	*	-	-	81%	-			81%8			-	100%	-	-
	Male	78%	79%	81%	100%	80%	*	-	*	-	_	81%	-			81%8		-	-	*	-	-
	Female		81%	81%	*	93%	64%	-	*	-	-	81%	-	- 81	۱%	81%	-	81%	-	100%	-	-
Science	All	79%	79%	53%	71%	52%	*	-	*	-	-	52%	*	- 53	3%	53% 5	3%	51%	-	50%	-	-
;	Students CWD	48%	51%	_	_	_	_	-	_	_	_	_	_	_	_	_	_	_	_	_	_	_
	CWD		83%	53%	71%	52%	*	-	*	-	-	52%	*	- 53	3%	- 53% 5	3%	51%	-	50%	-	-
	EL	58%	59%	53%	71%	52%	*	-	*	-	-	52%	*			53% 5		51%	-	50%	-	-
	Male	78%	79%	53%	83%	46%	*	-	-	-	-	53%	-	- 53	3%	53%5	3%	-	-	*	-	-
	Female	80%	80%	51%	*	56%	*	-	*	-	-	50%	*	- 51	۱%	51%	-	51%	-	*	-	-
STAAR Percent	at Meets	Grad	e Level	or Abov	/e																	
All Grades																						
All Subjects	All	47%	51%	10%	7%	11%	4%	-	18%	-	-	10%	*	- 10)%	10%	7%	14%	-	5%	-	-
:	Students	220/	250/																			
	CWD	23% 50%	25% 55%	- 10%	- 7%	- 11%	- 4%	-	18%	-	-	10%	*	_ 10	-)%	10%	- 7%	- 14%	-	- 5%	-	-
	EL	26%	27%	10%	7%	11%	4%	-	18%	_	_	10%	*			10%		14%	_	5%	-	_
	Male	45%	49%	7%	9%	7%	*	-	*	-	-	7%	*			7%		-	-	0%	-	-
	Female		53%	14%	*	18%	3%	-	*	-	-	14%	*			14%		14%	-	10%	-	-
De-di-	A.I.	4007	E40/	*											*	*	*	*				
Reading	All Students	46%	51%	*	^	*	•	-	•	-	-	•	•	- '		•	-	-	-	•	-	-
	CWD	22%	24%	-	_	_	_	_	-	_	_	_	_		_	_	_	_	_	_	_	_
	CWOD		54%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	EL	21%	23%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	*	-	*	-	-
	Male	41%	47%	*	*	*	*	-	*	-	-	*	*	- '	*	*	*	-	-	*	-	-
	Female	50%	55%	*	*	*	*	-	*	-	-	*	*	- '	*	*	-	*	-	*	-	-
Mathematics	ΔΙΙ	48%	51%	34%	14%	40%	8%	-	*	_	_	34%	_	_ 3/	1%	34% 2	5%	45%	_	22%	_	_
	Students		01/0	J-7 /0	1-7/0	-1 0 /0	0 /0	-		_	-	J-7 /0	-	- 54	. /0	J-7/0 Z	J /0	10 /0	-	££ /0	-	•
	CWD	26%	26%	-	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
	CWOD	51%	55%	34%	14%	40%	8%	-	*	-	-	34%	-	- 34	1%	34%2	5%	45%	-	22%	-	-

											Two										
											or		Non								
					African			Americar	1	Pacific	More	Econ	Econ							Foste	r
		State	District	Campu	sAmerican	Hispanio	White	Indian	Asiar	nislander	Races	Disadv	DisadvCW	DCWO) EL	Male	Femalel	Migranth	lomeless	Care	Military
	EL	33%	34%	34%	14%	40%	8%	-	*	-	-	34%		34%	34%	25%	45%	-	22%	-	
	Male	47%	51%	25%	20%	25%	*	-	*	-	-	25%		25%	25%	25%	-	-	*	-	-
	Female			45%	*	63%	9%	_	*	_	_	45%			45%		45%	_	40%	_	_
	. 0		0.70	,0		0070	0,0					.0,0		.070	.0,0		.070		.070		
Science	All	49%	53%	10%	14%	10%	*	_	*	_	_	9%	* -	10%	10%	7%	14%	_	0%	_	_
Colorido	Students	10 /0	0070	.070	1170	1070						0 70		10 70	10 /0	1 /0	1170		0 70		
	CWD	23%	25%	-	_	_						_							_		
	CWOD			10%	14%	10%	*		*	_		9%	*	10%	10%	70/	14%		0%		
	EL	21%		10%	14%	10%	*	-	*	-	-	9%	*	10%	10%		14%	-	0%	-	-
							*	-		-	-	9% 7%	-					-	U 70 *	-	-
	Male	50%		7%	17% *	3%		-	-	-	-			7%		7%	-	-	_	-	-
	Female	49%	52%	14%	•	19%	•	-	•	-	-	12%		14%	14%	-	14%	-	•	-	-
		_																			
STAAR Percen	t at Maste	rs Gr	ade Lev	/el																	
All Grades																					
All Subjects		21%	25%	2%	0%	3%	2%	-	9%	-	-	3%	* -	2%	2%	2%	3%	-	0%	-	-
	Students																				
	CWD	8%	9%	-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
	CWOD	23%	27%	2%	0%	3%	2%	-	9%	-	-	3%	* -	2%	2%	2%	3%	-	0%	-	-
	EL	9%	10%	2%	0%	3%	2%	-	9%	-	-	3%	* -	2%	2%	2%	3%	-	0%	-	-
	Male	20%	24%	2%	0%	2%	*	_	*	_	_	2%	* -	2%	2%	2%	_	-	0%	-	-
	Female			3%	*	3%	3%	_	*	_	_	3%	* -	3%	3%		3%	_	0%	_	_
	romaic		2070	0 /0		0 70	0 70					0 70		0,0	0 70		0 70		0 70		
Reading	All	19%	25%	*	*	*	*	_	*	_	_	*	* _	*	*	*	*	_	*	_	_
reduing	Students	15 /0	2070																		
	CWD	7%	8%																		
	CWOD		27%	*	*	*	*	-	*	-	-	*	*	*	*	*	*	-	*	-	-
				*				-		-	-							-		-	-
	EL	7%	8%	*	_	_	_	-	_	-	-							-	_	-	-
	Male	16%		*	•			-		-	-					•	-	-		-	-
	Female	22%	28%	*	*	*	*	-	*	-	-	*	* -	*	*	-	*	-	*	-	-
Mathematics		23%	25%	11%	0%	12%	8%	-	*	-	-	11%		11%	11%	10%	12%	-	0%	-	-
	Students																				
	CWD	10%		-	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-
	CWOD	25%	27%	11%	0%	12%	8%	-	*	-	-	11%		11%	11%	10%	12%	-	0%	-	-
	EL	13%	14%	11%	0%	12%	8%	-	*	-	-	11%		11%	11%	10%	12%	-	0%	-	-
	Male	23%	25%	10%	0%	10%	*	-	*	-	-	10%		10%	10%	10%	-	-	*	-	-
	Female			12%	*	15%	9%	_	*	_	_	12%		12%			12%	_	0%	_	_
	. 0		= . , 0	,.		.0,0	0,0					,		,.	,		,.		0,0		
Science	All	22%	26%	0%	0%	0%	*	_	*	_	_	0%	* _	0%	0%	0%	0%	_	0%	_	_
Ocicitoc	Students	22 /0	2070	0 /0	0 70	0 70						0 70		0 / 0	0 70	0 70	0 70		0 /0		
	CWD	7%	8%		_							_					_		_		
				-		-	-	-	-	-	-			- 00′	- 00′	- 00/		-		-	-
	CWOD		29%	0%	0%	0%	_	-	_	-	-	0%	* -	0%	0%		0%	-	0%	-	-
	EL	5%	6%	0%	0%	0%		-	*	-	-	0%	* -	0%		0%	0%	-	0%	-	-
	Male	23%	28%	0%	0%	0%	*	-	-	-	-	0%		0%		0%	-	-	*	-	-
	Female	21%	25%	0%	*	0%	*	-	*	-	-	0%	* -	0%	0%	-	0%	-	*	-	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL
Academic Growth Score											
Reading											
All Students	62	*	66	*	-	-	-	-	61	-	62
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	62	*	66	*	-	-	-	-	61	-	62
EL	62	*	66	*	-	-	-	-	61	-	62
Male	67	*	71	*	-	-	-	-	67	-	67
Female	56	-	60	*	-	-	-	-	54	-	56
Mathematics											
All Students	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	_	-	-	-	_	-	-

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	-	-	-	-	-	-	-	-	-	-	-	-	-

^{&#}x27;_'

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL	Homeless	Foster Care
CWOD	-	-	-	-	-	-	-	-	-	-		-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency.

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

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

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

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

Student Success (Student Achi			Hispanic e: STAAR C	White omponen	American Indian it Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	14	*	15	*	-	*	-	-	15	-	14
School Quality (College, Caree	r, 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.

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		N
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	Y		Υ						Y		Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	5 40/	Υ	700/	200/	000/	000/	200/	Υ	400/	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N 700/	000/	N	000/	700/	0.40/	750/	770/	N	000/	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	ciency Statu	s									
Interim Goals (2018-2022)											42%
Target Met											Υ
Interim Goals (2023-2027)											44%
Target Met											Υ
Interim Goals (2028-2032)											46%
Target Met											Υ
Long-Term Goals											46%
Target Met											Υ
Federal Graduation Status											
Interim Cools (2019 2022)	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270	9270
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	3 4 /0	3 4 /0	3 4 /0	3 4 /0	3 4 /0	3⁴ /0	3 4 /0	3 ⁴ /0	3 ⁴ /0	3⁴ /0	3 ⁴ /0
raiget Met											

^{...} Indicates there are no students in the group.

Indicates zero observations reported for this group.

Indicates the student group is not applicable to this report. 'n/a'

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
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	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Ra	ite																
All Subjects	All Students	99%	100%	99%	100%	-	100%	-	-	99%	100%	-	99%	99%	98%	99%	-
	CWD CWOD	99%	100%	99%	100%	-	100%	-	-	99%	100%	-	99%	99%	98%	99%	-
	EL	99%	100%	99%	100%	_	100%	_	_	99%	100%	_	99%	99%	98%	99%	_
	Male	98%	100%	98%	100%	-	100%	-	-	98%	100%	-	98%	98%	98%	-	-
	Female	99%	100%	99%	100%	-	100%	-	-	99%	100%	-	99%	99%	-	99%	-
Reading	All Students	100%	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-
	CWD CWOD	4000/	- 100%	- 100%	100%	-	1000/	-	-	- 100%	1000/	-	100%	- 100%	100%	1000/	-
	EL	100% 100%	100%	100%	100% 100%	-	100% 100%	-	-	100%	100% 100%	-	100%	100%	100%	100% 100%	-
	Male	100%	100%	100%	100%	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	-
	Female	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	100%	-	100%	-
Mathematics	All Students	98%	100%	97%	100%	-	*	-	-	98%	-	-	98%	98%	98%	98%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	98%	100%	97%	100%	-	*	-	-	98%	-	-	98%	98%	98%	98%	-
	EL Molo	98% 98%	100% 100%	97% 98%	100%	-	*	-	-	98% 98%	-	-	98% 98%	98%	98% 98%	98%	-
	Male Female	98%	100%	96%	100%	-	*	-	-	98%	-	-	98%	98% 98%	90%	98%	-
	Terriale	30 /0		30 /0	10070	-		_	_	30 /0	_	_	30 /0	30 /0	_	30 /0	_
Science	All Students CWD	97%	100%	96%	100%	-	*	-	-	97%	*	-	97%	97%	94%	100%	-
	CWOD	97%	100%	96%	100%	_	*	_	_	97%	*	_	97%	97%	94%	100%	_
	EL	97%	100%	96%	100%	-	*	-	-	97%	*	-	97%	97%	94%	100%	-
	Male	94%	100%	92%	*	-	-	-	-	94%	-	-	94%	94%	94%	-	-
Non-Participation	Female on Rate	100%	*	100%	100%	-	*	-	-	100%	*	-	100%	100%	-	100%	-
All Subjects	All Students	1%	0%	1%	0%	-	0%	-	-	1%	0%	-	1%	1%	2%	1%	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	1%	0%	1%	0%	-	0%	-	-	1%	0%	-	1%	1%	2%	1%	-
	EL	1%	0%	1%	0%	-	0%	-	-	1%	0%	-	1%	1%	2%	1%	-
	Male	2%	0%	2%	0%	-	0%	-	-	2%	0%	-	2%	2%	2%	-	-
	Female	1%	0%	1%	0%	-	0%	-	-	1%	0%	-	1%	1%	-	1%	-
Reading	All Students CWD	0%	0%	0%	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%	0%	_
	Male	0%	0%	0%	0%	_	0%	_	_	0%	0%	_	0%	0%	0%	-	_
	Female	0%	*	0%	0%	-	*	-	-	0%	0%	-	0%	0%	-	0%	-
Mathematics	Students	2%	0%	3%	0%	-	*	-	-	2%	-	-	2%	2%	2%	2%	-
	CWD	-	- 00/	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD EL	2% 2%	0% 0%	3% 3%	0% 0%	-	*	-	-	2% 2%	-	-	2% 2%	2% 2%	2% 2%	2% 2%	-
	Male	2% 2%	0%	3% 2%	0% *	-	*	-	-	2% 2%	-	-	2% 2%	2% 2%	2% 2%	2 %	-
	Female	2% 2%	*	4%	0%	-	*	-	-	2% 2%	-	-	2% 2%	2%	2 70	2%	-
Science	All	3%	0%	4%	0%	_	*	_	_	3%	*	_	3%	3%	6%	0%	_
20,01100	Students CWD	-	-	-	-	-	_	-	_	-	_	_	-	-	-	-	_
	CWOD	3%	0%	4%	0%	-	*	-	-	3%	*	-	3%	3%	6%	0%	-
	EL	3%	0%	4%	0%	-	*	-	-	3%	*	-	3%	3%	6%	0%	-
	Male	6%	0%	8%	*	-	-	-	-	6%	-	-	6%	6%	6%	-	-
	Female	0%	*	0%	0%	-	*	-	-	0%	*	-	0%	0%	-	0%	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

												Students
		Total	African American	L ienanie	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	with Disabilities (Section
Students Without Disabilities		Students	American	піѕрапіс	wille	Native	ASIdii	isianuer	Races	EL	Disabilities	504)
In-School Suspensions	Mala	40	*	44	*	*	*	*	*	44		
	Male Female	13 *	*	11 *	*	*	*	*	*	11 *		
	Total	15	*	13	*	*	*	*	*	13		
Out-of-School Suspensions	iolai	15		13						13		
Out-of-oction dasperisions	Male	30	*	22	*	*	*	*	*	28		
	Female	5	*	5	*	*	*	*	*	5		
	Total	35	*	27	*	*	*	*	*	33		
Expulsions	Total	00		21						00		
With Educational Services	Male	8	*	8	*	*	*	*	*	8		
With Eddodional Colvicco	Female	*	*	*	*	*	*	*	*	*		
	Total	8	*	8	*	*	*	*	*	8		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
William Eddodional Colvicco	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
511461 2016 1016141100 1 0116160	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	7	*	5	*	*	*	*	*	5		
	Female	*	*	*	*	*	*	*	*	*		
	Total	7	*	5	*	*	*	*	*	5		
Referrals to Law Enforcement												
	Male	15	*	11	*	*	*	*	*	14		
	Female	*	*	*	*	*	*	*	*	*		
	Total	17	*	13	*	*	*	*	*	16		
Students With Disabilities												
In-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male		*	*		*	*		*	*		*
	Female			*			*					
Mith 4 Eduardia 1 O i	Total		*				*					
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
Officer Zero Toleratice Policies	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	IUlai											
Ochool-Related Arrests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	iotai											
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students	· Juli											
Chronic Absenteeism												
	Male	38	*	29	5	*	*	*	*	38	*	*
	Female	36	*	32	*	*	*	*	*	32	*	*
	Total	74	*	61	7	*	*	*	*	70	*	*

	otal
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	*
	19
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	5
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
· · · · · · · · · · · · · · · · · · ·	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 2.1	Percent 9.9%
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	1.7	8.8%

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 non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each LEA and each school in the State for the preceding fiscal year; the data will be reported on 2018-2019 school year report cards.

Part (xi): STAAR Alternate 2 Participation

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

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

	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 7 Reading	5,298	1%	73	1%	-	-
Mathematics	5,294	1%	73	2%	-	-
Grade 8 Reading	5,088	1%	61	1%	-	-
Mathematics	5,087	2%	61	1%	-	-
Science	5,087	1%	61	1%	-	-
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	-	-
Reading	43,730	1%	688	1%	-	-
Mathematics	39,178	1%	607	2%	-	-
Science	16,112	1%	236	1%	-	-

Indicates results are masked due to small numbers to protect student confidentiality. Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Ab	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
	3	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ 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
		Linglish Language Learners	03	00	25	25		O		•
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ 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 Disady	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
		Linglish Language Learners	02	00	33	21	3	3	II/a	II/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

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
		English Languago Loarnors	61	71	32	22	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

^{&#}x27;*' 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.

Texas Education Agency | Academics | Performance Reporting

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