

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

**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	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)	
<b>Academic Performance (At Meets Grade Level or Above)</b>	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%	
		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 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%	
		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%	
		Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
			2017-18 through 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		73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%	
	<b>EL Progress</b>		Baseline 2016-17 Rates											
		2017-18 through 2021-22												42%
		2022-23 through 2026-27												44%
		2027-28 through 2031-32												46%
<b>Graduation Rate:4-Year Longitudinal Rate</b>		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%	
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%		
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current and Former)
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;

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 (90-100), 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.

		African State American	Hispanic	White	American Indian	Asian	Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Approaches Grade Level or Above</b>																				
<b>Grade 3</b>																				
Reading	All Students	<b>77%</b>	65%	73%	86%	74%	90%	78%	83%	70%	88%	51%	79%	70%	74%	79%	65%	67%	60%	84%
	CWD	<b>51%</b>	42%	46%	62%	49%	63%	55%	56%	45%	64%	51%	-	41%	51%	52%	34%	41%	42%	59%
	CWOD	<b>79%</b>	68%	76%	89%	78%	92%	80%	85%	73%	90%	-	79%	72%	77%	81%	68%	70%	65%	87%
	EL	<b>70%</b>	63%	69%	69%	67%	79%	56%	75%	69%	77%	41%	72%	70%	67%	73%	63%	63%	55%	71%
	Male	<b>74%</b>	61%	71%	85%	72%	88%	81%	80%	67%	86%	51%	77%	67%	74%	-	63%	64%	57%	82%
	Female	<b>79%</b>	69%	76%	88%	78%	92%	74%	85%	73%	90%	52%	81%	73%	-	79%	66%	70%	64%	86%
	Mathematics	All Students	<b>77%</b>	64%	75%	85%	76%	93%	77%	81%	72%	87%	52%	80%	74%	77%	78%	70%	67%	62%
CWD	<b>52%</b>	40%	49%	60%	53%	71%	42%	53%	46%	63%	52%	-	47%	54%	48%	47%	42%	41%	60%	
CWOD	<b>80%</b>	67%	78%	88%	79%	94%	79%	84%	75%	89%	-	80%	76%	80%	80%	72%	70%	68%	87%	
EL	<b>74%</b>	67%	73%	73%	74%	87%	60%	77%	73%	79%	47%	76%	74%	74%	74%	69%	69%	68%	75%	
Male	<b>77%</b>	63%	75%	85%	75%	92%	79%	81%	71%	87%	54%	80%	74%	77%	-	71%	67%	61%	84%	
Female	<b>78%</b>	66%	75%	85%	77%	94%	73%	81%	72%	87%	48%	80%	74%	-	78%	68%	66%	64%	84%	
<b>Grade 4</b>																				
Reading	All Students	<b>72%</b>	60%	68%	83%	73%	89%	73%	78%	64%	85%	46%	75%	60%	70%	75%	56%	63%	56%	82%
	CWD	<b>46%</b>	38%	41%	56%	33%	60%	47%	51%	40%	59%	46%	-	33%	46%	44%	32%	40%	34%	56%
	CWOD	<b>75%</b>	63%	70%	86%	76%	91%	74%	81%	67%	87%	-	75%	62%	73%	77%	58%	66%	61%	85%
	EL	<b>60%</b>	55%	59%	61%	54%	70%	44%	70%	58%	67%	33%	62%	60%	57%	62%	50%	54%	49%	68%
	Male	<b>70%</b>	56%	65%	82%	70%	88%	69%	77%	62%	84%	46%	73%	57%	70%	-	52%	60%	54%	79%
	Female	<b>75%</b>	64%	70%	84%	75%	90%	75%	80%	67%	87%	44%	77%	62%	-	75%	59%	66%	57%	84%
Mathematics	All Students	<b>77%</b>	64%	75%	85%	76%	93%	78%	81%	72%	87%	49%	81%	72%	77%	78%	67%	67%	59%	85%
	CWD	<b>49%</b>	38%	46%	57%	41%	71%	51%	50%	44%	61%	49%	-	42%	51%	44%	38%	41%	33%	59%
	CWOD	<b>81%</b>	67%	78%	88%	80%	95%	80%	84%	75%	90%	-	81%	75%	81%	81%	71%	71%	67%	88%
	EL	<b>72%</b>	59%	71%	70%	67%	82%	54%	76%	71%	76%	42%	75%	72%	72%	72%	64%	64%	57%	80%
	Male	<b>77%</b>	62%	75%	85%	75%	93%	75%	80%	71%	87%	51%	81%	72%	77%	-	67%	65%	58%	84%
	Female	<b>78%</b>	66%	76%	85%	78%	94%	81%	81%	72%	88%	44%	81%	72%	-	78%	68%	69%	61%	86%
<b>Grade 5</b>																				
Reading	All Students	<b>83%</b>	74%	81%	91%	82%	94%	85%	88%	78%	92%	54%	87%	73%	81%	86%	71%	75%	66%	91%
	CWD	<b>54%</b>	47%	50%	64%	55%	67%	64%	61%	48%	67%	54%	-	42%	54%	55%	48%	48%	43%	63%

		African	American	Pacific	Two or	More	Econ	Non											Foster		
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Econ	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	<b>87%</b>	78%	84%	94%	85%	95%	86%	91%	82%	94%	-	87%	76%	85%	88%	75%	78%	74%	94%	
	EL	<b>73%</b>	65%	73%	71%	71%	77%	59%	71%	72%	77%	42%	76%	73%	70%	76%	66%	65%	61%	80%	
	Male	<b>81%</b>	70%	78%	89%	79%	93%	83%	86%	75%	91%	54%	85%	70%	81%	-	69%	71%	62%	89%	
	Female	<b>86%</b>	78%	84%	92%	84%	95%	87%	90%	81%	94%	55%	88%	76%	-	86%	74%	78%	71%	92%	
Mathematics	All Students	<b>90%</b>	81%	89%	94%	87%	97%	92%	92%	87%	95%	70%	92%	86%	89%	91%	84%	83%	79%	96%	
	CWD	<b>70%</b>	58%	70%	76%	64%	82%	79%	69%	66%	78%	70%	-	67%	70%	69%	68%	64%	58%	80%	
	CWOD	<b>92%</b>	84%	91%	96%	90%	98%	93%	94%	89%	96%	-	92%	88%	92%	92%	87%	85%	86%	97%	
	EL	<b>86%</b>	72%	86%	82%	81%	91%	88%	80%	85%	86%	67%	88%	86%	85%	86%	83%	79%	82%	91%	
	Male	<b>89%</b>	79%	88%	94%	86%	97%	92%	91%	86%	95%	70%	92%	85%	89%	-	83%	82%	78%	95%	
	Female	<b>91%</b>	83%	90%	95%	89%	98%	92%	93%	88%	95%	69%	92%	86%	-	91%	86%	84%	80%	96%	
Science	All Students	<b>75%</b>	61%	72%	85%	74%	91%	76%	81%	69%	86%	48%	78%	62%	76%	75%	64%	65%	60%	85%	
	CWD	<b>48%</b>	38%	45%	59%	54%	62%	43%	52%	43%	60%	48%	-	37%	51%	43%	40%	41%	40%	59%	
	CWOD	<b>78%</b>	65%	75%	88%	77%	92%	78%	84%	72%	88%	-	78%	65%	80%	77%	67%	68%	66%	88%	
	EL	<b>62%</b>	52%	62%	57%	57%	70%	51%	63%	62%	66%	37%	65%	62%	64%	60%	57%	54%	53%	69%	
	Male	<b>76%</b>	60%	73%	86%	74%	91%	78%	81%	69%	86%	51%	80%	64%	76%	-	65%	66%	60%	86%	
	Female	<b>75%</b>	62%	71%	85%	74%	91%	74%	81%	68%	86%	43%	77%	60%	-	75%	62%	64%	60%	84%	
Grade 6 Reading	All Students	<b>68%</b>	57%	62%	79%	66%	89%	68%	76%	59%	82%	35%	71%	42%	63%	72%	48%	56%	50%	77%	
	CWD	<b>35%</b>	30%	31%	43%	34%	54%	23%	38%	30%	46%	35%	-	19%	35%	35%	22%	29%	35%	37%	
	CWOD	<b>71%</b>	60%	66%	82%	70%	91%	72%	80%	62%	84%	-	71%	45%	67%	75%	52%	59%	55%	81%	
	EL	<b>42%</b>	41%	42%	48%	41%	56%	35%	49%	42%	48%	19%	45%	42%	38%	47%	31%	33%	25%	44%	
	Male	<b>63%</b>	51%	58%	76%	61%	87%	62%	72%	54%	78%	35%	67%	38%	63%	-	42%	50%	44%	72%	
	Female	<b>72%</b>	64%	67%	82%	72%	92%	75%	80%	64%	85%	35%	75%	47%	-	72%	54%	62%	57%	82%	
Mathematics	All Students	<b>76%</b>	64%	73%	86%	76%	94%	80%	83%	70%	87%	50%	79%	61%	76%	77%	61%	65%	60%	84%	
	CWD	<b>50%</b>	41%	47%	57%	53%	72%	53%	53%	45%	60%	50%	-	42%	51%	47%	39%	40%	43%	58%	
	CWOD	<b>79%</b>	68%	76%	89%	79%	95%	83%	86%	73%	89%	-	79%	64%	80%	79%	65%	69%	66%	88%	
	EL	<b>61%</b>	55%	61%	65%	59%	79%	56%	72%	61%	65%	42%	64%	61%	62%	61%	51%	51%	48%	64%	
	Male	<b>76%</b>	63%	72%	86%	76%	94%	77%	82%	69%	87%	51%	80%	62%	76%	-	60%	63%	58%	84%	
	Female	<b>77%</b>	66%	73%	86%	76%	95%	83%	83%	70%	87%	47%	79%	61%	-	77%	62%	67%	63%	85%	
Grade 7 Reading	All Students	<b>73%</b>	64%	68%	83%	71%	92%	74%	81%	65%	85%	37%	77%	44%	69%	79%	52%	63%	49%	82%	
	CWD	<b>37%</b>	32%	34%	45%	34%	59%	31%	41%	32%	49%	37%	-	22%	37%	38%	21%	32%	25%	44%	
	CWOD	<b>77%</b>	68%	72%	87%	75%	93%	77%	84%	69%	88%	-	77%	47%	72%	81%	56%	67%	58%	86%	
	EL	<b>44%</b>	49%	44%	46%	36%	58%	45%	45%	44%	48%	22%	47%	44%	40%	50%	33%	37%	26%	49%	
	Male	<b>69%</b>	57%	63%	80%	67%	90%	69%	76%	59%	82%	37%	72%	40%	69%	-	47%	58%	42%	77%	
	Female	<b>79%</b>	71%	74%	87%	75%	94%	79%	86%	71%	89%	38%	81%	50%	-	79%	57%	68%	57%	87%	
Mathematics	All Students	<b>71%</b>	58%	67%	82%	71%	93%	76%	77%	64%	83%	42%	75%	52%	69%	73%	56%	61%	46%	79%	

		African		American			Pacific		Two or More Econ		Non Econ								Foster		
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military	
	CWD	<b>42%</b>	33%	40%	50%	48%	68%	41%	43%	38%	52%	42%	-	34%	42%	41%	32%	36%	29%	48%	
	CWOD	<b>75%</b>	62%	70%	86%	75%	94%	80%	81%	68%	86%	-	75%	55%	73%	76%	60%	65%	54%	83%	
	EL	<b>52%</b>	48%	51%	59%	52%	73%	57%	58%	52%	56%	34%	55%	52%	51%	54%	46%	44%	37%	55%	
	Male	<b>69%</b>	54%	65%	80%	69%	92%	75%	75%	62%	81%	42%	73%	51%	69%	-	54%	59%	45%	77%	
	Female	<b>73%</b>	62%	69%	83%	74%	94%	78%	79%	66%	85%	41%	76%	54%	-	73%	57%	64%	48%	82%	
Grade 8	Reading	All	<b>85%</b>	78%	81%	92%	85%	95%	85%	90%	79%	93%	49%	88%	58%	82%	88%	69%	76%	64%	91%
		Students																			
		CWD	<b>49%</b>	42%	46%	57%	54%	64%	39%	54%	44%	60%	49%	-	32%	48%	51%	31%	38%	40%	57%
		CWOD	<b>88%</b>	83%	85%	95%	88%	96%	89%	94%	83%	95%	-	88%	62%	86%	90%	74%	81%	74%	94%
		EL	<b>58%</b>	50%	58%	57%	47%	67%	45%	67%	58%	59%	32%	62%	58%	56%	61%	50%	44%	39%	63%
		Male	<b>82%</b>	73%	78%	90%	80%	94%	83%	88%	75%	91%	48%	86%	56%	82%	-	64%	72%	62%	88%
		Female	<b>88%</b>	83%	85%	94%	89%	96%	88%	93%	83%	94%	51%	90%	61%	-	88%	74%	81%	67%	94%
	Mathematics	All	<b>85%</b>	76%	83%	90%	84%	96%	89%	87%	81%	91%	53%	89%	73%	82%	87%	75%	77%	65%	90%
		Students																			
		CWD	<b>53%</b>	43%	54%	57%	55%	75%	59%	54%	50%	62%	53%	-	49%	53%	54%	38%	43%	42%	62%
		CWOD	<b>89%</b>	81%	87%	94%	88%	97%	93%	92%	85%	94%	-	89%	77%	87%	90%	81%	82%	74%	94%
		EL	<b>73%</b>	61%	73%	72%	64%	86%	67%	80%	73%	72%	49%	77%	73%	71%	76%	66%	64%	57%	78%
		Male	<b>82%</b>	72%	81%	89%	83%	96%	86%	85%	78%	90%	53%	87%	71%	82%	-	72%	74%	63%	88%
		Female	<b>87%</b>	80%	86%	92%	84%	97%	93%	90%	84%	92%	54%	90%	76%	-	87%	79%	80%	67%	93%
	Science	All	<b>75%</b>	63%	70%	86%	76%	93%	79%	82%	66%	86%	39%	78%	46%	74%	76%	56%	63%	52%	84%
		Students																			
		CWD	<b>39%</b>	29%	35%	49%	45%	65%	39%	44%	34%	51%	39%	-	25%	41%	35%	20%	30%	32%	48%
		CWOD	<b>78%</b>	68%	73%	89%	79%	94%	83%	86%	71%	89%	-	78%	49%	78%	79%	60%	68%	60%	87%
		EL	<b>46%</b>	38%	45%	46%	36%	64%	37%	50%	46%	47%	25%	49%	46%	47%	45%	37%	35%	37%	43%
		Male	<b>74%</b>	59%	69%	85%	74%	93%	76%	80%	65%	85%	41%	78%	47%	74%	-	55%	62%	53%	82%
		Female	<b>76%</b>	66%	71%	86%	77%	93%	83%	84%	68%	87%	35%	79%	45%	-	76%	56%	65%	51%	85%
End of Course	English I	All	<b>64%</b>	52%	59%	77%	61%	85%	68%	74%	55%	77%	25%	68%	30%	57%	71%	43%	51%	39%	74%
		Students																			
		CWD	<b>25%</b>	20%	23%	33%	22%	48%	30%	32%	22%	34%	25%	-	14%	24%	28%	17%	19%	22%	34%
		CWOD	<b>68%</b>	58%	63%	82%	66%	87%	71%	79%	60%	81%	-	68%	32%	62%	75%	47%	56%	48%	80%
		EL	<b>30%</b>	24%	29%	31%	23%	40%	23%	28%	29%	31%	14%	32%	30%	27%	34%	25%	21%	23%	35%
		Male	<b>57%</b>	45%	52%	71%	55%	83%	62%	68%	49%	71%	24%	62%	27%	57%	-	36%	45%	31%	69%
		Female	<b>71%</b>	61%	66%	84%	67%	88%	75%	82%	63%	83%	28%	75%	34%	-	71%	52%	58%	47%	81%
	English II	All	<b>66%</b>	57%	61%	80%	64%	83%	66%	78%	58%	79%	25%	71%	27%	61%	72%	46%	54%	42%	76%
		Students																			
		CWD	<b>25%</b>	19%	22%	34%	22%	44%	26%	34%	21%	33%	25%	-	12%	24%	26%	16%	19%	26%	28%
		CWOD	<b>71%</b>	63%	65%	85%	69%	84%	69%	83%	63%	83%	-	71%	28%	66%	76%	49%	59%	51%	82%
		EL	<b>27%</b>	20%	26%	28%	21%	33%	18%	29%	26%	28%	12%	28%	27%	24%	30%	20%	20%	21%	29%
		Male	<b>61%</b>	51%	56%	75%	59%	80%	62%	73%	53%	74%	24%	66%	24%	61%	-	39%	49%	38%	70%
		Female	<b>72%</b>	64%	67%	86%	69%	86%	69%	84%	64%	84%	26%	76%	30%	-	72%	54%	60%	46%	83%

		African	American	Pacific	Two or	Non											Foster				
		State	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
Algebra I	All	<b>82%</b>	72%	80%	88%	79%	96%	83%	87%	77%	89%	47%	86%	67%	78%	87%	73%	73%	54%	88%	
	Students																				
	CWD	<b>47%</b>	38%	48%	52%	49%	72%	41%	50%	44%	54%	47%	-	44%	46%	51%	40%	39%	35%	54%	
	CWOD	<b>86%</b>	79%	84%	92%	83%	97%	87%	91%	83%	92%	-	86%	70%	83%	90%	79%	78%	65%	93%	
	EL	<b>67%</b>	60%	66%	69%	55%	84%	53%	72%	68%	64%	44%	70%	67%	63%	72%	66%	61%	59%	69%	
	Male	<b>78%</b>	66%	76%	85%	75%	95%	81%	83%	73%	86%	46%	83%	63%	78%	-	68%	68%	49%	85%	
Female	<b>87%</b>	79%	85%	92%	84%	97%	85%	91%	83%	92%	51%	90%	72%	-	87%	79%	78%	59%	91%		
Biology	All	<b>86%</b>	79%	83%	93%	85%	95%	86%	92%	81%	92%	56%	89%	64%	83%	88%	74%	78%	66%	92%	
	Students																				
	CWD	<b>56%</b>	47%	53%	66%	62%	77%	57%	67%	52%	66%	56%	-	45%	56%	56%	44%	48%	48%	67%	
	CWOD	<b>89%</b>	85%	86%	96%	88%	96%	88%	95%	85%	95%	-	89%	66%	88%	91%	79%	83%	76%	95%	
	EL	<b>64%</b>	62%	63%	66%	54%	75%	51%	69%	64%	64%	45%	66%	64%	62%	66%	60%	57%	48%	68%	
	Male	<b>83%</b>	75%	80%	91%	83%	94%	85%	90%	78%	91%	56%	88%	62%	83%	-	70%	76%	64%	91%	
Female	<b>88%</b>	84%	85%	95%	87%	96%	87%	94%	84%	94%	56%	91%	66%	-	88%	79%	81%	67%	93%		

**STAAR Percent at Meets Grade Level or Above**

Grade 3																					
Reading	All	<b>43%</b>	30%	36%	56%	38%	66%	38%	51%	33%	59%	28%	44%	32%	40%	45%	28%	31%	26%	51%	
	Students																				
	CWD	<b>28%</b>	24%	24%	35%	28%	38%	21%	28%	24%	37%	28%	-	19%	28%	28%	19%	22%	25%	30%	
	CWOD	<b>44%</b>	30%	37%	59%	40%	68%	39%	53%	34%	61%	-	44%	33%	42%	46%	28%	32%	26%	54%	
	EL	<b>32%</b>	27%	31%	31%	30%	44%	15%	36%	31%	40%	19%	33%	32%	30%	34%	27%	25%	25%	34%	
	Male	<b>40%</b>	27%	34%	54%	36%	63%	34%	48%	31%	56%	28%	42%	30%	40%	-	27%	29%	23%	49%	
Female	<b>45%</b>	33%	39%	59%	41%	70%	42%	55%	35%	62%	28%	46%	34%	-	45%	28%	34%	29%	54%		
Mathematics	All	<b>46%</b>	31%	41%	57%	42%	77%	47%	52%	38%	61%	30%	48%	39%	47%	45%	35%	34%	31%	55%	
	Students																				
	CWD	<b>30%</b>	24%	27%	36%	32%	52%	26%	32%	26%	40%	30%	-	24%	32%	28%	21%	23%	25%	36%	
	CWOD	<b>48%</b>	32%	43%	60%	44%	78%	49%	54%	39%	63%	-	48%	41%	49%	46%	36%	35%	32%	58%	
	EL	<b>39%</b>	35%	38%	43%	38%	61%	27%	46%	38%	49%	24%	41%	39%	41%	38%	34%	33%	27%	40%	
	Male	<b>47%</b>	31%	42%	58%	42%	77%	47%	53%	39%	62%	32%	49%	41%	47%	-	37%	36%	32%	57%	
Female	<b>45%</b>	32%	40%	56%	42%	77%	47%	52%	37%	60%	28%	46%	38%	-	45%	33%	33%	29%	53%		
Grade 4	Reading	All	<b>45%</b>	33%	38%	58%	43%	73%	43%	54%	35%	62%	28%	47%	29%	43%	47%	28%	35%	28%	55%
		Students																			
		CWD	<b>28%</b>	25%	25%	35%	20%	43%	32%	31%	24%	38%	28%	-	18%	29%	27%	17%	25%	22%	32%
		CWOD	<b>47%</b>	34%	40%	61%	45%	75%	44%	56%	36%	64%	-	47%	30%	45%	48%	29%	36%	30%	58%
		EL	<b>29%</b>	27%	28%	31%	27%	42%	20%	36%	27%	37%	18%	30%	29%	27%	30%	23%	25%	23%	35%
		Male	<b>43%</b>	30%	37%	57%	41%	72%	42%	52%	33%	60%	29%	45%	27%	43%	-	25%	33%	26%	52%
Female	<b>47%</b>	36%	40%	60%	45%	75%	44%	55%	36%	64%	27%	48%	30%	-	47%	30%	36%	31%	59%		
Mathematics	All	<b>48%</b>	32%	43%	59%	46%	79%	45%	53%	39%	62%	29%	50%	38%	48%	47%	33%	35%	30%	54%	
	Students																				
	CWD	<b>29%</b>	23%	26%	35%	17%	53%	35%	30%	25%	38%	29%	-	21%	31%	25%	22%	25%	21%	32%	
	CWOD	<b>50%</b>	33%	45%	62%	49%	81%	45%	55%	41%	65%	-	50%	39%	51%	49%	35%	36%	32%	57%	
EL	<b>38%</b>	28%	37%	38%	30%	56%	17%	42%	37%	45%	21%	39%	38%	39%	37%	28%	33%	28%	42%		

		African State	American American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	Male	<b>48%</b>	31%	44%	60%	45%	80%	44%	54%	39%	63%	31%	51%	39%	48%	-	32%	35%	32%	54%
	Female	<b>47%</b>	33%	42%	58%	48%	79%	45%	52%	38%	62%	25%	49%	37%	-	47%	35%	35%	27%	54%
Grade 5	Reading	<b>53%</b>	40%	47%	66%	48%	79%	54%	63%	43%	69%	30%	56%	35%	50%	56%	36%	41%	32%	63%
	Students																			
	CWD	<b>30%</b>	25%	27%	36%	28%	46%	36%	34%	25%	39%	30%	-	18%	30%	29%	28%	27%	25%	34%
	CWOD	<b>56%</b>	42%	49%	69%	51%	80%	55%	66%	45%	72%	-	56%	36%	53%	58%	37%	43%	35%	67%
	EL	<b>35%</b>	28%	35%	33%	25%	40%	17%	36%	34%	41%	18%	36%	35%	32%	37%	31%	28%	20%	40%
	Male	<b>50%</b>	36%	44%	64%	45%	76%	51%	60%	40%	67%	30%	53%	32%	50%	-	35%	38%	30%	61%
	Female	<b>56%</b>	43%	50%	68%	51%	81%	56%	65%	46%	72%	29%	58%	37%	-	56%	37%	44%	35%	66%
Mathematics	All	<b>57%</b>	40%	54%	67%	52%	86%	59%	62%	49%	71%	34%	60%	46%	57%	58%	47%	44%	38%	68%
	Students																			
	CWD	<b>34%</b>	26%	33%	39%	24%	58%	37%	37%	30%	43%	34%	-	27%	36%	31%	35%	30%	28%	39%
	CWOD	<b>60%</b>	42%	56%	70%	56%	87%	61%	65%	51%	73%	-	60%	48%	60%	60%	49%	46%	42%	72%
	EL	<b>46%</b>	34%	45%	44%	37%	62%	31%	47%	45%	49%	27%	48%	46%	46%	45%	44%	38%	40%	49%
	Male	<b>57%</b>	38%	53%	67%	53%	85%	57%	61%	48%	70%	36%	60%	46%	57%	-	46%	43%	38%	67%
	Female	<b>58%</b>	42%	54%	67%	51%	86%	61%	63%	50%	71%	31%	60%	45%	-	58%	49%	45%	39%	69%
Science	All	<b>40%</b>	25%	34%	53%	37%	69%	41%	48%	31%	55%	25%	42%	24%	42%	38%	29%	29%	22%	51%
	Students																			
	CWD	<b>25%</b>	21%	23%	31%	29%	41%	25%	26%	22%	33%	25%	-	16%	27%	21%	20%	23%	19%	30%
	CWOD	<b>42%</b>	25%	36%	56%	38%	71%	42%	51%	32%	57%	-	42%	25%	45%	39%	30%	30%	23%	53%
	EL	<b>24%</b>	17%	23%	25%	19%	35%	13%	30%	23%	28%	16%	25%	24%	26%	21%	22%	20%	14%	30%
	Male	<b>42%</b>	26%	37%	56%	39%	71%	42%	50%	33%	57%	27%	45%	26%	42%	-	32%	32%	25%	53%
	Female	<b>38%</b>	24%	32%	50%	34%	68%	40%	46%	28%	53%	21%	39%	21%	-	38%	25%	27%	18%	48%
Grade 6	Reading	<b>38%</b>	27%	31%	51%	38%	69%	36%	47%	28%	54%	22%	40%	14%	34%	42%	18%	26%	23%	47%
	Students																			
	CWD	<b>22%</b>	20%	20%	25%	22%	35%	15%	22%	19%	27%	22%	-	10%	22%	21%	11%	18%	26%	19%
	CWOD	<b>40%</b>	28%	32%	53%	40%	70%	38%	50%	28%	56%	-	40%	14%	35%	44%	19%	27%	23%	50%
	EL	<b>14%</b>	13%	13%	19%	15%	23%	6%	19%	13%	18%	10%	14%	14%	12%	16%	7%	10%	5%	14%
	Male	<b>34%</b>	23%	27%	46%	32%	65%	31%	43%	24%	49%	22%	35%	12%	34%	-	14%	22%	19%	41%
	Female	<b>42%</b>	32%	35%	56%	45%	73%	42%	52%	31%	59%	21%	44%	16%	-	42%	22%	29%	29%	52%
Mathematics	All	<b>43%</b>	29%	37%	57%	42%	80%	47%	52%	33%	60%	23%	46%	24%	44%	42%	25%	29%	26%	52%
	Students																			
	CWD	<b>23%</b>	19%	21%	28%	25%	49%	18%	24%	20%	31%	23%	-	14%	25%	20%	16%	19%	24%	26%
	CWOD	<b>46%</b>	30%	38%	60%	44%	82%	50%	55%	35%	62%	-	46%	25%	47%	44%	27%	31%	26%	55%
	EL	<b>24%</b>	19%	23%	32%	20%	48%	12%	35%	23%	30%	14%	25%	24%	25%	23%	16%	19%	14%	25%
	Male	<b>44%</b>	28%	37%	58%	42%	80%	43%	53%	34%	61%	25%	47%	25%	44%	-	23%	30%	25%	53%
	Female	<b>42%</b>	30%	36%	55%	42%	80%	50%	51%	32%	59%	20%	44%	23%	-	42%	28%	28%	26%	51%
Grade 7	Reading	<b>47%</b>	35%	40%	61%	45%	78%	48%	57%	36%	64%	23%	50%	16%	42%	53%	25%	35%	23%	56%
	Students																			
	CWD	<b>23%</b>	20%	21%	27%	17%	44%	17%	23%	20%	29%	23%	-	10%	23%	22%	13%	19%	13%	25%

		African	American	Pacific	Two or	Non											Foster				
		State	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Non	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWOD	50%	37%	42%	64%	48%	79%	50%	61%	38%	66%	-	50%	16%	45%	55%	27%	37%	27%	59%	
	EL	16%	21%	15%	20%	16%	26%	18%	18%	15%	20%	10%	16%	16%	13%	18%	8%	10%	2%	19%	
	Male	42%	29%	35%	56%	39%	74%	45%	51%	31%	59%	23%	45%	13%	42%	-	22%	32%	22%	49%	
	Female	53%	42%	45%	67%	50%	82%	51%	64%	41%	69%	22%	55%	18%	-	53%	28%	39%	25%	62%	
Mathematics	All Students	39%	25%	33%	52%	38%	79%	45%	46%	29%	55%	20%	41%	17%	38%	40%	23%	29%	18%	47%	
	CWD	20%	17%	19%	24%	20%	47%	22%	20%	18%	26%	20%	-	11%	22%	18%	15%	17%	14%	22%	
	CWOD	41%	26%	34%	56%	40%	80%	47%	49%	31%	57%	-	41%	18%	40%	42%	25%	30%	20%	50%	
	EL	17%	18%	16%	24%	15%	41%	27%	24%	17%	23%	11%	18%	17%	17%	17%	12%	14%	12%	20%	
	Male	38%	23%	32%	51%	38%	78%	44%	44%	28%	54%	22%	40%	17%	38%	-	23%	29%	19%	46%	
	Female	40%	27%	33%	53%	38%	80%	46%	48%	30%	56%	18%	42%	17%	-	40%	23%	28%	17%	48%	
Grade 8 Reading	All Students	48%	36%	41%	62%	47%	77%	47%	60%	37%	64%	23%	51%	13%	44%	53%	25%	37%	28%	57%	
	CWD	23%	20%	21%	26%	23%	40%	26%	23%	20%	28%	23%	-	9%	23%	22%	9%	17%	23%	25%	
	CWOD	51%	39%	43%	66%	50%	78%	49%	64%	39%	67%	-	51%	14%	47%	55%	28%	39%	29%	60%	
	EL	13%	11%	13%	15%	8%	20%	11%	27%	13%	16%	9%	14%	13%	12%	15%	11%	8%	6%	10%	
	Male	44%	31%	36%	58%	43%	74%	43%	55%	33%	60%	23%	47%	12%	44%	-	22%	33%	24%	51%	
	Female	53%	43%	45%	67%	51%	80%	51%	65%	42%	69%	22%	55%	15%	-	53%	29%	41%	31%	63%	
Mathematics	All Students	50%	36%	45%	61%	47%	82%	52%	56%	42%	63%	25%	53%	30%	48%	53%	37%	39%	33%	56%	
	CWD	25%	20%	24%	28%	26%	54%	27%	24%	23%	31%	25%	-	16%	26%	23%	12%	19%	24%	30%	
	CWOD	53%	38%	48%	65%	50%	84%	55%	60%	44%	66%	-	53%	32%	51%	55%	41%	42%	36%	60%	
	EL	30%	26%	29%	35%	20%	55%	18%	49%	30%	32%	16%	32%	30%	28%	32%	25%	24%	23%	29%	
	Male	48%	32%	43%	60%	46%	82%	52%	53%	39%	61%	26%	51%	28%	48%	-	33%	37%	34%	53%	
	Female	53%	40%	48%	63%	48%	83%	52%	59%	45%	65%	23%	55%	32%	-	53%	42%	42%	32%	59%	
Science	All Students	50%	34%	43%	66%	49%	82%	53%	60%	39%	67%	23%	53%	19%	51%	50%	29%	38%	27%	61%	
	CWD	23%	17%	21%	29%	28%	49%	27%	24%	20%	31%	23%	-	10%	25%	19%	10%	17%	23%	28%	
	CWOD	53%	36%	45%	70%	52%	83%	55%	64%	41%	70%	-	53%	20%	55%	52%	32%	41%	28%	64%	
	EL	19%	16%	18%	23%	7%	36%	8%	28%	19%	21%	10%	20%	19%	21%	16%	13%	13%	10%	18%	
	Male	51%	33%	44%	67%	52%	82%	54%	60%	40%	68%	25%	55%	21%	51%	-	30%	37%	30%	61%	
	Female	50%	35%	42%	65%	46%	82%	52%	60%	38%	66%	19%	52%	16%	-	50%	28%	38%	24%	61%	
End of Course English I	All Students	43%	30%	36%	60%	42%	76%	48%	57%	33%	60%	14%	47%	10%	37%	51%	22%	30%	22%	56%	
	CWD	14%	11%	12%	19%	9%	35%	13%	18%	11%	19%	14%	-	5%	13%	14%	7%	11%	15%	19%	
	CWOD	47%	33%	39%	66%	46%	78%	51%	62%	36%	64%	-	47%	11%	40%	54%	24%	33%	25%	61%	
	EL	10%	9%	10%	13%	9%	20%	8%	12%	10%	12%	5%	11%	10%	9%	12%	7%	6%	7%	13%	
	Male	37%	23%	30%	53%	36%	72%	41%	49%	27%	53%	13%	40%	9%	37%	-	17%	25%	17%	48%	
	Female	51%	38%	43%	70%	49%	81%	57%	66%	40%	69%	14%	54%	12%	-	51%	28%	36%	26%	65%	
English II	All Students	47%	34%	40%	65%	46%	73%	47%	62%	36%	63%	14%	51%	9%	41%	54%	25%	34%	27%	58%	



		African	American	Pacific	Two or	Non											Foster					
		State	American	Hispanic	White	Indian	Asian	Islander	Races	More	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWD	14%	11%	12%	20%	12%	30%	14%	19%	12%	19%	14%	-	5%	14%	15%	6%	11%	19%	15%		
	CWOD	51%	38%	43%	70%	50%	74%	50%	67%	39%	67%	-	51%	10%	45%	57%	27%	38%	31%	64%		
	EL	9%	7%	9%	12%	7%	14%	7%	10%	9%	11%	5%	10%	9%	8%	11%	5%	6%	9%	12%		
	Male	41%	28%	34%	58%	40%	69%	41%	55%	31%	56%	14%	45%	8%	41%	-	19%	29%	24%	51%		
	Female	54%	42%	46%	73%	53%	77%	53%	70%	42%	70%	15%	57%	11%	-	54%	31%	40%	29%	67%		
Algebra I	All Students	53%	37%	49%	65%	49%	88%	53%	62%	44%	66%	19%	58%	29%	49%	58%	37%	40%	22%	63%		
	CWD	19%	13%	18%	23%	19%	50%	20%	23%	17%	24%	19%	-	13%	19%	18%	12%	15%	14%	25%		
	CWOD	58%	42%	53%	70%	53%	89%	56%	66%	49%	70%	-	58%	31%	54%	62%	41%	44%	26%	68%		
	EL	29%	22%	27%	34%	24%	58%	12%	33%	29%	29%	13%	31%	29%	26%	32%	26%	22%	25%	31%		
	Male	49%	32%	44%	61%	47%	86%	52%	57%	40%	62%	19%	54%	26%	49%	-	31%	35%	20%	59%		
	Female	58%	44%	54%	69%	51%	89%	54%	66%	50%	70%	18%	62%	32%	-	58%	44%	44%	24%	67%		
Biology	All Students	57%	43%	49%	74%	56%	85%	58%	71%	46%	73%	22%	61%	20%	55%	59%	34%	44%	31%	70%		
	CWD	22%	15%	19%	32%	22%	53%	20%	31%	18%	31%	22%	-	11%	24%	19%	16%	18%	21%	31%		
	CWOD	61%	49%	53%	79%	61%	87%	61%	75%	50%	76%	-	61%	21%	60%	62%	36%	49%	36%	74%		
	EL	20%	19%	19%	26%	17%	39%	10%	25%	20%	23%	11%	21%	20%	21%	20%	15%	15%	15%	28%		
	Male	55%	40%	48%	72%	55%	84%	56%	69%	45%	71%	24%	60%	21%	55%	-	33%	43%	32%	68%		
	Female	59%	48%	51%	76%	58%	87%	60%	74%	48%	75%	19%	62%	20%	-	59%	35%	46%	30%	71%		
<b>STAAR Percent at Masters Grade Level</b>																						
Grade 3																						
Reading	All Students	24%	15%	18%	35%	19%	46%	21%	31%	16%	38%	9%	26%	15%	22%	26%	13%	16%	11%	30%		
	CWD	9%	6%	7%	15%	9%	16%	0%	12%	6%	15%	9%	-	5%	9%	9%	5%	7%	6%	11%		
	CWOD	26%	16%	20%	38%	20%	48%	23%	33%	17%	39%	-	26%	16%	24%	27%	14%	17%	13%	32%		
	EL	15%	13%	14%	16%	12%	25%	5%	17%	14%	21%	5%	16%	15%	14%	16%	12%	11%	9%	14%		
	Male	22%	12%	17%	33%	16%	43%	18%	28%	15%	35%	9%	24%	14%	22%	-	13%	14%	9%	28%		
	Female	26%	17%	20%	38%	23%	50%	25%	35%	18%	41%	9%	27%	16%	-	26%	13%	18%	13%	32%		
Mathematics	All Students	22%	12%	18%	30%	18%	53%	21%	27%	16%	34%	12%	24%	17%	23%	21%	14%	14%	11%	28%		
	CWD	12%	8%	10%	16%	13%	25%	7%	13%	9%	16%	12%	-	9%	12%	10%	9%	8%	9%	15%		
	CWOD	24%	13%	19%	32%	19%	55%	22%	29%	16%	35%	-	24%	18%	25%	22%	15%	15%	12%	30%		
	EL	17%	15%	16%	18%	16%	35%	9%	21%	16%	24%	9%	18%	17%	18%	16%	14%	13%	9%	16%		
	Male	23%	12%	19%	32%	20%	54%	22%	28%	16%	35%	12%	25%	18%	23%	-	15%	15%	11%	30%		
	Female	21%	12%	17%	29%	17%	52%	20%	27%	15%	33%	10%	22%	16%	-	21%	14%	13%	11%	26%		
Grade 4																						
Reading	All Students	23%	15%	18%	33%	22%	51%	21%	31%	15%	37%	9%	25%	12%	22%	25%	11%	16%	10%	29%		
	CWD	9%	7%	7%	14%	7%	17%	12%	12%	7%	15%	9%	-	5%	10%	9%	5%	8%	6%	13%		
	CWOD	25%	16%	19%	35%	23%	53%	22%	33%	16%	38%	-	25%	12%	24%	26%	12%	17%	12%	31%		
	EL	12%	11%	11%	14%	10%	20%	9%	17%	11%	17%	5%	12%	12%	11%	12%	9%	10%	8%	16%		
	Male	22%	13%	17%	32%	22%	50%	20%	29%	14%	35%	10%	24%	11%	22%	-	11%	15%	10%	26%		
	Female	25%	16%	19%	35%	22%	52%	22%	32%	16%	38%	9%	26%	12%	-	25%	12%	16%	11%	31%		

		African	American	Pacific	Two or	Non										Foster				
		State	Hispanic	Islander	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military				
		American	White	Asian	Races	Disadv	Disadv													
Mathematics	All	<b>26%</b>	14%	21%	35%	24%	60%	21%	31%	19%	39%	11%	28%	18%	27%	25%	15%	17%	12%	30%
	Students																			
	CWD	<b>11%</b>	8%	9%	16%	4%	23%	14%	12%	9%	17%	11%	-	8%	12%	9%	10%	10%	6%	11%
	CWOD	<b>28%</b>	15%	23%	37%	26%	62%	22%	33%	20%	41%	-	28%	19%	29%	26%	16%	18%	13%	33%
	EL	<b>18%</b>	13%	17%	19%	16%	33%	4%	27%	17%	23%	8%	19%	18%	19%	16%	12%	14%	14%	21%
	Male	<b>27%</b>	14%	22%	37%	24%	62%	21%	32%	19%	40%	12%	29%	19%	27%	-	14%	18%	14%	31%
	Female	<b>25%</b>	14%	20%	33%	25%	59%	21%	30%	18%	37%	9%	26%	16%	-	25%	15%	16%	9%	30%
Grade 5 Reading	All	<b>26%</b>	16%	20%	36%	23%	53%	28%	34%	17%	40%	9%	27%	12%	24%	28%	13%	16%	10%	33%
	Students																			
	CWD	<b>9%</b>	7%	7%	13%	7%	14%	8%	11%	7%	14%	9%	-	4%	9%	8%	8%	9%	5%	14%
	CWOD	<b>27%</b>	17%	21%	39%	25%	55%	29%	36%	18%	42%	-	27%	13%	26%	29%	14%	17%	12%	35%
	EL	<b>12%</b>	9%	12%	10%	7%	14%	8%	17%	11%	15%	4%	13%	12%	10%	13%	10%	7%	5%	13%
	Male	<b>24%</b>	13%	18%	34%	22%	50%	27%	31%	15%	37%	9%	26%	10%	24%	-	12%	15%	9%	31%
	Female	<b>28%</b>	18%	22%	39%	24%	56%	29%	37%	19%	42%	8%	29%	13%	-	28%	14%	17%	12%	35%
Mathematics	All	<b>30%</b>	17%	26%	38%	26%	65%	30%	35%	22%	42%	13%	31%	19%	29%	30%	19%	19%	13%	38%
	Students																			
	CWD	<b>13%</b>	10%	12%	15%	10%	25%	11%	15%	11%	17%	13%	-	9%	14%	11%	10%	13%	10%	17%
	CWOD	<b>31%</b>	18%	27%	40%	28%	67%	32%	37%	23%	44%	-	31%	20%	32%	31%	20%	20%	14%	40%
	EL	<b>19%</b>	13%	19%	19%	16%	34%	10%	20%	19%	23%	9%	20%	19%	19%	19%	17%	15%	18%	21%
	Male	<b>29%</b>	16%	25%	38%	26%	65%	27%	35%	22%	42%	14%	32%	19%	29%	-	18%	19%	13%	38%
	Female	<b>30%</b>	18%	26%	37%	27%	66%	33%	35%	22%	42%	11%	31%	19%	-	30%	20%	19%	13%	38%
Science	All	<b>16%</b>	8%	12%	24%	16%	41%	17%	22%	10%	26%	9%	17%	7%	18%	15%	9%	11%	7%	21%
	Students																			
	CWD	<b>9%</b>	7%	8%	11%	7%	15%	8%	10%	7%	12%	9%	-	5%	10%	7%	7%	8%	7%	10%
	CWOD	<b>17%</b>	8%	13%	26%	17%	42%	18%	24%	11%	27%	-	17%	7%	19%	15%	10%	11%	6%	22%
	EL	<b>7%</b>	5%	7%	7%	5%	12%	5%	12%	7%	9%	5%	7%	7%	8%	5%	6%	6%	3%	8%
	Male	<b>18%</b>	8%	14%	27%	17%	43%	18%	24%	12%	28%	10%	19%	8%	18%	-	10%	12%	8%	23%
	Female	<b>15%</b>	7%	10%	22%	14%	39%	16%	21%	9%	24%	7%	15%	5%	-	15%	8%	9%	5%	19%
Grade 6 Reading	All	<b>18%</b>	11%	13%	27%	17%	44%	18%	25%	11%	30%	8%	20%	4%	15%	22%	7%	11%	9%	23%
	Students																			
	CWD	<b>8%</b>	7%	7%	10%	8%	10%	2%	7%	7%	10%	8%	-	4%	8%	7%	5%	6%	6%	7%
	CWOD	<b>20%</b>	12%	14%	29%	18%	46%	19%	27%	11%	31%	-	20%	4%	16%	23%	7%	11%	10%	25%
	EL	<b>4%</b>	4%	4%	6%	6%	8%	2%	6%	4%	6%	4%	4%	4%	3%	5%	2%	3%	1%	5%
	Male	<b>15%</b>	9%	10%	24%	14%	39%	13%	21%	9%	26%	8%	16%	3%	15%	-	5%	9%	6%	19%
	Female	<b>22%</b>	14%	16%	31%	21%	49%	22%	30%	13%	34%	7%	23%	5%	-	22%	8%	13%	13%	27%
Mathematics	All	<b>18%</b>	10%	13%	26%	16%	54%	18%	24%	11%	29%	9%	19%	6%	18%	17%	7%	10%	8%	22%
	Students																			
	CWD	<b>9%</b>	8%	8%	10%	6%	20%	4%	9%	8%	11%	9%	-	5%	10%	7%	6%	8%	9%	8%
	CWOD	<b>19%</b>	10%	13%	28%	17%	56%	19%	25%	11%	31%	-	19%	7%	20%	18%	7%	10%	7%	24%
	EL	<b>6%</b>	5%	6%	11%	6%	20%	0%	12%	6%	10%	5%	7%	6%	7%	6%	3%	6%	1%	7%
	Male	<b>18%</b>	9%	13%	27%	16%	55%	17%	24%	11%	30%	10%	20%	7%	18%	-	6%	10%	7%	23%

		African	American	Pacific	Two or	Non														
		State	Hispanic	White	Indian	Asian	Islander	Races	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	Female	17%	10%	12%	25%	16%	54%	19%	23%	11%	28%	7%	18%	6%	-	17%	8%	9%	8%	21%
Grade 7																				
Reading	All	28%	18%	21%	40%	27%	59%	27%	36%	18%	42%	10%	30%	6%	24%	33%	12%	18%	11%	34%
	Students																			
	CWD	10%	9%	9%	12%	7%	17%	8%	10%	9%	13%	10%	-	4%	10%	10%	8%	9%	6%	10%
	CWOD	30%	19%	23%	42%	29%	60%	28%	39%	20%	44%	-	30%	6%	26%	34%	12%	20%	12%	36%
	EL	6%	8%	6%	9%	5%	12%	4%	7%	6%	8%	4%	6%	6%	5%	7%	3%	4%	0%	8%
	Male	24%	14%	18%	35%	24%	54%	22%	31%	15%	37%	10%	26%	5%	24%	-	10%	16%	10%	28%
	Female	33%	23%	25%	45%	30%	64%	31%	42%	22%	48%	10%	34%	7%	-	33%	14%	21%	12%	39%
Mathematics	All	18%	9%	13%	26%	17%	58%	22%	23%	11%	29%	7%	19%	5%	17%	18%	9%	11%	5%	22%
	Students																			
	CWD	7%	6%	7%	8%	2%	18%	12%	7%	6%	9%	7%	-	4%	8%	6%	8%	8%	5%	7%
	CWOD	19%	9%	13%	28%	19%	60%	22%	25%	11%	31%	-	19%	5%	18%	19%	9%	12%	5%	24%
	EL	5%	6%	4%	9%	6%	19%	7%	11%	4%	8%	4%	5%	5%	5%	5%	3%	5%	2%	5%
	Male	17%	8%	12%	25%	17%	56%	21%	22%	10%	28%	8%	18%	5%	17%	-	11%	12%	5%	21%
	Female	18%	10%	13%	26%	17%	60%	22%	24%	11%	30%	6%	19%	5%	-	18%	7%	11%	5%	23%
Grade 8																				
Reading	All	26%	17%	20%	37%	24%	54%	26%	35%	17%	39%	8%	28%	4%	22%	30%	10%	18%	11%	32%
	Students																			
	CWD	8%	7%	7%	9%	9%	15%	13%	7%	7%	9%	8%	-	3%	8%	7%	3%	7%	10%	8%
	CWOD	28%	18%	21%	39%	26%	55%	27%	38%	18%	41%	-	28%	4%	24%	32%	11%	19%	12%	34%
	EL	4%	4%	4%	5%	2%	5%	4%	10%	4%	5%	3%	4%	4%	3%	5%	3%	2%	3%	2%
	Male	22%	13%	17%	32%	21%	49%	21%	30%	14%	34%	8%	24%	3%	22%	-	8%	15%	11%	26%
	Female	30%	21%	23%	42%	27%	59%	31%	40%	20%	44%	7%	32%	5%	-	30%	13%	21%	12%	37%
Mathematics	All	15%	8%	11%	21%	13%	47%	16%	18%	10%	23%	9%	16%	6%	14%	16%	8%	10%	8%	15%
	Students																			
	CWD	9%	8%	8%	8%	9%	19%	12%	8%	8%	10%	9%	-	4%	9%	7%	3%	6%	12%	8%
	CWOD	16%	7%	12%	22%	14%	49%	16%	19%	10%	24%	-	16%	6%	15%	16%	9%	11%	6%	16%
	EL	6%	4%	5%	8%	5%	17%	6%	10%	5%	7%	4%	6%	6%	5%	6%	4%	4%	0%	4%
	Male	14%	7%	11%	20%	14%	46%	15%	18%	9%	22%	9%	15%	5%	14%	-	7%	9%	9%	14%
	Female	16%	9%	12%	21%	12%	48%	17%	18%	10%	23%	7%	16%	6%	-	16%	9%	12%	7%	16%
Science	All	27%	13%	20%	41%	28%	62%	25%	36%	17%	42%	8%	29%	6%	29%	25%	12%	18%	10%	34%
	Students																			
	CWD	8%	6%	7%	12%	8%	17%	15%	9%	7%	12%	8%	-	3%	10%	6%	4%	6%	11%	11%
	CWOD	29%	15%	21%	43%	30%	64%	26%	39%	18%	44%	-	29%	6%	31%	27%	13%	19%	10%	36%
	EL	6%	5%	5%	9%	3%	14%	2%	10%	5%	8%	3%	6%	6%	7%	4%	4%	4%	1%	6%
	Male	29%	13%	21%	43%	30%	64%	27%	37%	18%	44%	10%	31%	7%	29%	-	14%	19%	12%	36%
	Female	25%	13%	18%	38%	25%	60%	24%	35%	15%	39%	6%	27%	4%	-	25%	11%	17%	8%	31%
End of Course																				
English I	All	7%	3%	4%	12%	6%	29%	7%	12%	3%	13%	3%	7%	0%	5%	9%	1%	3%	3%	9%
	Students																			
	CWD	3%	3%	3%	4%	2%	6%	2%	4%	3%	3%	3%	-	1%	3%	3%	2%	3%	5%	3%
	CWOD	7%	3%	4%	13%	6%	30%	8%	13%	3%	14%	-	7%	0%	5%	10%	1%	3%	2%	10%

		African State	American American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
	EL	0%	0%	0%	1%	0%	1%	1%	1%	0%	1%	1%	0%	0%	0%	0%	0%	0%	0%	1%	
	Male	5%	2%	3%	8%	5%	23%	5%	8%	2%	9%	3%	5%	0%	5%	-	1%	2%	2%	6%	
	Female	9%	5%	5%	16%	7%	34%	10%	16%	4%	17%	3%	10%	0%	-	9%	2%	4%	3%	12%	
English II	All Students	8%	4%	4%	13%	5%	29%	9%	14%	4%	14%	4%	8%	0%	5%	10%	1%	4%	3%	9%	
	CWD	4%	4%	4%	5%	2%	8%	9%	5%	4%	4%	4%	-	2%	4%	4%	2%	3%	8%	3%	
	CWOD	8%	4%	4%	14%	5%	30%	9%	15%	4%	14%	-	8%	0%	6%	11%	1%	4%	1%	10%	
	EL	0%	0%	0%	0%	0%	1%	0%	2%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	2%	0%
	Male	5%	2%	3%	9%	4%	23%	5%	10%	3%	10%	4%	6%	0%	5%	-	1%	2%	4%	6%	
	Female	10%	5%	6%	18%	6%	35%	13%	18%	5%	18%	4%	11%	0%	-	10%	2%	5%	3%	13%	
Algebra I	All Students	31%	17%	26%	40%	27%	71%	32%	37%	23%	42%	7%	34%	12%	28%	34%	16%	20%	8%	38%	
	CWD	7%	4%	7%	9%	7%	21%	4%	9%	6%	9%	7%	-	4%	8%	6%	3%	6%	5%	11%	
	CWOD	34%	20%	29%	44%	29%	73%	35%	40%	25%	45%	-	34%	13%	31%	36%	18%	22%	10%	42%	
	EL	12%	8%	11%	16%	8%	36%	7%	17%	12%	14%	4%	13%	12%	11%	14%	8%	9%	9%	17%	
	Male	28%	14%	24%	37%	25%	70%	29%	35%	20%	39%	8%	31%	11%	28%	-	13%	18%	7%	36%	
	Female	34%	21%	29%	43%	28%	72%	36%	39%	25%	45%	6%	36%	14%	-	34%	20%	22%	10%	42%	
Biology	All Students	23%	12%	15%	36%	21%	59%	23%	35%	13%	36%	5%	25%	3%	22%	23%	7%	13%	7%	31%	
	CWD	5%	3%	4%	8%	5%	13%	6%	9%	4%	7%	5%	-	2%	6%	4%	3%	5%	6%	6%	
	CWOD	25%	14%	17%	39%	23%	61%	24%	38%	15%	39%	-	25%	3%	25%	25%	7%	15%	8%	35%	
	EL	3%	3%	3%	7%	3%	12%	3%	2%	3%	5%	2%	3%	3%	3%	3%	1%	2%	2%	4%	
	Male	22%	10%	16%	36%	20%	58%	22%	34%	13%	36%	6%	25%	3%	22%	-	7%	13%	6%	30%	
	Female	23%	14%	15%	37%	21%	61%	24%	36%	13%	37%	4%	25%	3%	-	23%	7%	14%	8%	32%	

**STAAR Percent at Approaches Grade Level or Above**

All Grades

All Subjects	All Students	77%	66%	73%	86%	75%	92%	78%	83%	70%	87%	45%	80%	60%	74%	79%	62%	66%	57%	85%
	CWD	45%	37%	43%	54%	46%	65%	44%	50%	41%	56%	45%	-	36%	46%	45%	34%	38%	36%	54%
	CWOD	80%	70%	76%	89%	79%	93%	81%	86%	74%	89%	-	80%	63%	78%	82%	65%	70%	65%	88%
	EL	60%	52%	60%	61%	56%	72%	50%	64%	60%	62%	36%	63%	60%	58%	63%	51%	52%	47%	64%
	Male	74%	61%	70%	84%	72%	91%	76%	80%	67%	85%	46%	78%	58%	74%	-	58%	63%	54%	82%
	Female	79%	70%	76%	88%	78%	93%	80%	85%	73%	89%	45%	82%	63%	-	79%	65%	70%	60%	87%
Reading	All Students	73%	62%	68%	84%	71%	90%	74%	81%	65%	84%	39%	77%	52%	69%	77%	54%	62%	53%	82%
	CWD	39%	31%	35%	48%	37%	58%	37%	46%	34%	50%	39%	-	27%	38%	40%	25%	32%	32%	47%
	CWOD	77%	67%	72%	87%	75%	91%	77%	85%	69%	87%	-	77%	54%	73%	80%	58%	66%	60%	86%
	EL	52%	45%	51%	53%	47%	62%	39%	56%	51%	54%	27%	54%	52%	48%	56%	40%	44%	37%	56%
	Male	69%	57%	64%	80%	67%	88%	70%	77%	61%	81%	38%	73%	48%	69%	-	49%	58%	48%	78%
	Female	77%	69%	73%	87%	76%	91%	77%	85%	70%	88%	40%	80%	56%	-	77%	60%	67%	57%	86%
Mathematics	All Students	80%	69%	78%	87%	78%	95%	82%	84%	75%	88%	52%	83%	70%	78%	82%	70%	70%	61%	87%

		African		American			Pacific		Two or More Econ		Non Econ								Foster	
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military
	CWD	<b>52%</b>	41%	50%	59%	52%	73%	51%	53%	47%	61%	52%	-	47%	52%	51%	43%	44%	40%	61%
	CWOD	<b>83%</b>	73%	81%	91%	82%	96%	85%	87%	78%	91%	-	83%	73%	82%	84%	74%	74%	69%	90%
	EL	<b>70%</b>	61%	70%	71%	67%	84%	63%	75%	70%	72%	47%	73%	70%	69%	72%	64%	63%	59%	74%
	Male	<b>78%</b>	66%	76%	86%	77%	94%	81%	83%	73%	87%	52%	82%	69%	78%	-	68%	68%	59%	86%
	Female	<b>82%</b>	72%	79%	88%	80%	95%	83%	85%	77%	90%	51%	84%	72%	-	82%	72%	72%	63%	88%
Science	All Students	<b>79%</b>	68%	75%	88%	79%	93%	81%	85%	72%	88%	48%	82%	58%	78%	80%	66%	69%	60%	87%
	CWD	<b>48%</b>	39%	45%	59%	54%	68%	47%	54%	43%	59%	48%	-	36%	50%	45%	36%	41%	41%	59%
	CWOD	<b>82%</b>	73%	79%	91%	82%	94%	83%	88%	76%	91%	-	82%	61%	82%	83%	70%	73%	68%	90%
	EL	<b>58%</b>	52%	58%	57%	51%	70%	48%	62%	58%	60%	36%	61%	58%	59%	58%	52%	50%	46%	61%
	Male	<b>78%</b>	66%	74%	88%	78%	93%	80%	84%	71%	88%	50%	82%	59%	78%	-	64%	68%	60%	86%
	Female	<b>80%</b>	71%	76%	89%	80%	94%	81%	86%	73%	89%	45%	83%	58%	-	80%	67%	70%	60%	87%

**STAAR Percent at Meets Grade Level or Above**

All Grades

All Subjects	All Students	<b>47%</b>	33%	41%	61%	45%	78%	48%	56%	37%	63%	23%	50%	26%	45%	50%	29%	35%	27%	57%
	CWD	<b>23%</b>	18%	21%	29%	22%	45%	23%	26%	20%	31%	23%	-	15%	24%	22%	15%	19%	21%	28%
	CWOD	<b>50%</b>	36%	43%	64%	48%	79%	50%	60%	39%	66%	-	50%	27%	48%	52%	31%	37%	29%	60%
	EL	<b>26%</b>	21%	25%	29%	23%	42%	16%	32%	25%	30%	15%	27%	26%	25%	27%	19%	21%	17%	29%
	Male	<b>45%</b>	30%	39%	59%	43%	76%	45%	54%	35%	60%	24%	48%	25%	45%	-	27%	33%	26%	54%
	Female	<b>50%</b>	37%	43%	63%	47%	79%	51%	59%	39%	65%	22%	52%	27%	-	50%	32%	37%	28%	59%
Reading	All Students	<b>46%</b>	33%	39%	60%	43%	74%	45%	56%	35%	62%	22%	48%	21%	41%	50%	25%	33%	26%	56%
	CWD	<b>22%</b>	18%	19%	27%	19%	39%	20%	25%	19%	28%	22%	-	12%	22%	21%	12%	18%	20%	25%
	CWOD	<b>48%</b>	35%	41%	64%	46%	75%	47%	60%	37%	65%	-	48%	22%	44%	52%	27%	36%	28%	59%
	EL	<b>21%</b>	18%	21%	23%	19%	31%	13%	26%	20%	25%	12%	22%	21%	19%	24%	14%	16%	13%	24%
	Male	<b>41%</b>	28%	35%	56%	39%	71%	41%	52%	31%	57%	22%	44%	19%	41%	-	22%	30%	23%	50%
	Female	<b>50%</b>	39%	43%	65%	48%	77%	50%	61%	39%	67%	21%	52%	24%	-	50%	29%	37%	29%	61%
Mathematics	All Students	<b>48%</b>	33%	43%	60%	45%	82%	50%	55%	39%	63%	26%	51%	33%	47%	49%	34%	36%	28%	57%
	CWD	<b>26%</b>	20%	24%	31%	23%	52%	25%	27%	22%	33%	26%	-	18%	27%	23%	18%	21%	21%	30%
	CWOD	<b>51%</b>	35%	46%	63%	48%	83%	52%	58%	42%	65%	-	51%	35%	51%	51%	36%	38%	31%	60%
	EL	<b>33%</b>	27%	32%	37%	29%	56%	21%	41%	33%	39%	18%	35%	33%	33%	34%	27%	27%	25%	35%
	Male	<b>47%</b>	31%	43%	60%	45%	81%	49%	54%	38%	62%	27%	51%	33%	47%	-	32%	35%	28%	56%
	Female	<b>49%</b>	36%	44%	60%	46%	82%	51%	56%	40%	64%	23%	51%	34%	-	49%	37%	37%	28%	58%
Science	All Students	<b>49%</b>	35%	42%	65%	48%	79%	51%	60%	39%	65%	23%	52%	21%	50%	49%	31%	37%	27%	60%
	CWD	<b>23%</b>	17%	21%	31%	26%	47%	24%	27%	20%	31%	23%	-	13%	25%	20%	15%	19%	21%	30%
	CWOD	<b>52%</b>	37%	45%	68%	51%	80%	53%	63%	41%	68%	-	52%	22%	54%	51%	33%	40%	29%	64%
	EL	<b>21%</b>	18%	21%	25%	16%	37%	10%	28%	21%	24%	13%	22%	21%	23%	19%	17%	16%	13%	26%
	Male	<b>50%</b>	33%	43%	66%	49%	79%	51%	59%	39%	66%	25%	54%	23%	50%	-	32%	37%	29%	61%
	Female	<b>49%</b>	36%	42%	64%	47%	79%	51%	60%	38%	65%	20%	51%	19%	-	49%	30%	37%	24%	60%

		African State	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
<b>STAAR Percent at Masters Grade Level</b>																				
<b>All Grades</b>																				
All Subjects	All	21%	12%	16%	30%	19%	52%	21%	28%	14%	32%	8%	23%	9%	20%	22%	10%	13%	9%	27%
	Students																			
	CWD	8%	6%	7%	11%	7%	17%	8%	9%	7%	11%	8%	-	5%	9%	7%	5%	7%	7%	10%
	CWOD	23%	13%	17%	33%	20%	53%	22%	30%	15%	34%	-	23%	10%	22%	24%	10%	14%	9%	29%
	EL	9%	7%	9%	11%	8%	20%	5%	13%	9%	12%	5%	10%	9%	9%	10%	6%	7%	5%	10%
	Male	20%	10%	15%	29%	18%	50%	19%	27%	13%	31%	9%	22%	9%	20%	-	9%	13%	8%	25%
	Female	22%	14%	17%	32%	20%	54%	23%	30%	15%	34%	7%	24%	10%	-	22%	10%	14%	9%	28%
Reading	All	19%	11%	14%	28%	17%	45%	18%	27%	12%	30%	7%	20%	7%	16%	22%	7%	12%	8%	24%
	Students																			
	CWD	7%	5%	6%	10%	6%	13%	6%	8%	6%	10%	7%	-	4%	7%	7%	4%	6%	6%	8%
	CWOD	20%	12%	15%	30%	18%	46%	19%	29%	13%	32%	-	20%	8%	18%	23%	7%	13%	9%	26%
	EL	7%	6%	7%	8%	6%	13%	4%	10%	7%	10%	4%	8%	7%	6%	8%	4%	5%	4%	8%
	Male	16%	9%	12%	25%	15%	41%	15%	23%	10%	26%	7%	18%	6%	16%	-	6%	10%	7%	21%
	Female	22%	14%	16%	32%	19%	49%	22%	31%	14%	34%	7%	23%	8%	-	22%	8%	14%	9%	28%
Mathematics	All	23%	13%	19%	31%	21%	59%	23%	28%	16%	35%	10%	25%	13%	23%	24%	13%	15%	9%	28%
	Students																			
	CWD	10%	7%	9%	12%	8%	22%	8%	11%	8%	13%	10%	-	6%	10%	8%	7%	8%	8%	11%
	CWOD	25%	14%	20%	34%	22%	61%	25%	30%	17%	37%	-	25%	14%	25%	25%	14%	16%	10%	31%
	EL	13%	10%	12%	15%	12%	30%	7%	19%	12%	17%	6%	14%	13%	13%	13%	9%	10%	8%	14%
	Male	23%	12%	18%	31%	21%	59%	22%	28%	16%	34%	10%	25%	13%	23%	-	12%	15%	10%	28%
	Female	24%	14%	19%	31%	21%	59%	25%	29%	16%	35%	8%	25%	13%	-	24%	14%	15%	9%	29%
Science	All	22%	11%	16%	34%	21%	54%	21%	31%	13%	35%	7%	24%	5%	23%	21%	9%	14%	8%	28%
	Students																			
	CWD	7%	5%	6%	10%	6%	15%	9%	9%	6%	10%	7%	-	3%	8%	5%	5%	7%	8%	9%
	CWOD	24%	12%	17%	36%	23%	56%	22%	33%	14%	37%	-	24%	6%	25%	22%	10%	15%	8%	31%
	EL	5%	4%	5%	7%	4%	12%	3%	8%	5%	7%	3%	6%	5%	6%	4%	4%	4%	2%	6%
	Male	23%	11%	17%	35%	22%	55%	22%	31%	14%	36%	8%	25%	6%	23%	-	10%	14%	8%	29%
	Female	21%	12%	14%	32%	20%	53%	21%	30%	12%	34%	5%	22%	4%	-	21%	9%	13%	7%	27%

\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' 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 Disadv	CWD	EL
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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	69	65	68	70	67	79	68	70	66	61	66
CWD	61	59	61	63	57	70	57	63	60	61	60
CWOD	69	66	68	71	68	79	69	71	67	-	67
EL	66	70	66	69	67	73	67	67	66	60	66
Male	67	63	66	68	65	78	66	68	64	61	65
Female	71	68	70	72	70	81	70	72	69	63	68
<b>Mathematics</b>											
All Students	70	66	69	72	69	85	73	71	67	63	67
CWD	63	59	63	64	62	74	65	64	62	63	62
CWOD	71	67	69	73	70	85	73	72	68	-	67
EL	67	69	66	71	65	77	71	72	67	62	67
Male	68	64	67	71	67	84	71	70	66	62	66
Female	71	68	70	73	71	85	74	73	69	64	68

**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
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017</b>													
All Students	89.7%	86.1%	87.7%	93.6%	86.3%	96.0%	88.6%	91.7%	86.9%	77.4%	75.5%	72.1%	58.2%
CWD	77.4%	75.6%	77.1%	79.6%	77.5%	66.5%	72.4%	79.4%	77.5%	77.4%	77.5%	68.3%	51.4%
CWOD	90.7%	87.5%	88.5%	94.7%	87.0%	96.8%	89.4%	92.7%	87.9%	-	75.3%	72.6%	61.2%
EL	75.5%	77.8%	74.8%	75.9%	67.2%	85.0%	70.0%	74.6%	77.6%	77.5%	75.5%	62.1%	63.6%
Male	87.3%	82.5%	84.8%	92.4%	85.1%	95.5%	89.2%	89.8%	84.1%	76.4%	72.5%	66.7%	56.3%
Female	92.1%	89.8%	90.6%	94.8%	87.5%	96.6%	87.9%	93.7%	89.7%	79.4%	79.3%	77.1%	59.8%

\*\* 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
922,009	150,884	16%

**Total EL in Class**

**Proficiency of EL**

**Rate of Proficiency**

\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	48	37	43	59	46	74	49	56	40	25	32
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	52%	35%	47%	63%	49%	79%	49%	57%	42%	21%	27%

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

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

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

**Part (vi): Goal Meeting Status**

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>											
<b>Reading</b>											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	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	N	N	N	N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N	N	N	N	N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N	N	N	N	N	N	N	N
<b>Mathematics</b>											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N	N	N	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	N	N	N	N	N	N



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N	N	N	N	N	N	N	N

**English Learner Language Proficiency Status**

Interim Goals (2018-2022)											42%
Target Met											Y
Interim Goals (2023-2027)											44%
Target Met											Y
Interim Goals (2028-2032)											46%
Target Met											Y
Long-Term Goals											46%
Target Met											Y

**Federal Graduation Status**

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	N	N	Y	N	Y	N	Y	N	N	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	N	N	Y	N	Y	N	N	N	N	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	N	N	N	N	Y	N	N	N	N	N	N

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

Source: 2018 Accountability Closing the Gaps Status Table

**Part (vii): STAAR Participation**

This section provides the percentage of students assessed and not assessed for mathematics, ELA/reading, and science.

Participation Rate		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	-	99%	100%	99%	99%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	99%	100%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	100%	-	99%

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	99%	100%	99%	99%	99%
	CWD	99%	99%	99%	99%	98%	100%	99%	99%	99%	99%	99%	-	100%	99%	99%	99%
	CWOD	99%	99%	99%	100%	99%	100%	99%	99%	99%	100%	-	99%	100%	99%	100%	99%
	EL	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	Male	99%	99%	99%	99%	99%	100%	100%	99%	99%	99%	99%	99%	100%	99%	-	99%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	100%	99%	100%	100%	100%	-	99%
Mathematics	All Students	100%	99%	100%	100%	99%	100%	99%	100%	99%	100%	99%	100%	100%	100%	100%	99%
	CWD	99%	99%	99%	99%	99%	100%	98%	99%	99%	99%	99%	-	99%	99%	99%	99%
	CWOD	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	99%
	EL	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%	100%	100%	100%	99%
	Male	100%	99%	99%	100%	99%	100%	100%	100%	99%	100%	99%	100%	100%	100%	-	99%
	Female	100%	99%	100%	100%	99%	100%	99%	100%	100%	100%	99%	100%	100%	100%	-	100%
Science	All Students	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	99%	98%
	CWD	99%	98%	99%	99%	98%	99%	99%	98%	98%	99%	99%	-	99%	98%	99%	98%
	CWOD	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	-	99%	99%	99%	99%	98%
	EL	99%	99%	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	Male	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	98%	99%	99%	99%	-	98%
	Female	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%	-	99%
<b>Non-Participation Rate</b>																	
All Subjects	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%	-	1%	0%	1%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	0%	0%	1%	0%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	-
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	1%	0%	-	1%
Reading	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	0%	1%	1%	0%	1%	1%	1%
	CWD	1%	1%	1%	1%	2%	0%	1%	1%	1%	1%	1%	-	0%	1%	1%	1%
	CWOD	1%	1%	1%	0%	1%	0%	1%	1%	1%	0%	-	1%	0%	1%	0%	1%
	EL	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
	Male	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%	1%	1%	1%	0%	1%	-
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%	1%	0%	0%	-	1%
Mathematics	All Students	0%	1%	0%	0%	1%	0%	1%	0%	1%	0%	1%	0%	0%	0%	0%	1%
	CWD	1%	1%	1%	1%	1%	0%	2%	1%	1%	1%	1%	-	1%	1%	1%	1%
	CWOD	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	-	0%	0%	0%	0%	1%
	EL	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	0%	0%	0%	0%
	Male	0%	1%	1%	0%	1%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	-
	Female	0%	1%	0%	0%	1%	0%	1%	0%	0%	0%	0%	1%	0%	0%	-	0%
Science	All Students	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%	2%
	CWD	1%	2%	1%	1%	2%	1%	1%	2%	2%	1%	1%	-	1%	2%	1%	2%
	CWOD	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	-	1%	1%	1%	1%	2%
	EL	1%	1%	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%
	Male	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	2%	1%	1%	1%	1%	-
	Female	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%	1%	1%	1%	-	1%

African State	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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\*\* Indicates results are masked due to small numbers to protect student confidentiality.

'.' Indicates zero observations reported for this group.

**Part (viii): Civil Rights Data**

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

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
<b>Students Without Disabilities</b>											
In-School Suspensions											
Male	258,396	57,031	129,349	59,862	1,330	3,536	518	6,770	35,991		
Female	134,221	34,494	69,765	24,327	672	1,293	278	3,392	15,719		
Total	392,617	91,525	199,114	84,189	2,002	4,829	796	10,162	51,710		
Out-of-School Suspensions											
Male	131,472	39,455	65,930	20,251	647	1,510	230	3,449	21,613		
Female	66,274	23,666	32,469	7,621	313	531	114	1,560	8,464		
Total	197,746	63,121	98,399	27,872	960	2,041	344	5,009	30,077		
Expulsions											
With Educational Services											
Male	7,853	1,792	4,125	1,519	45	130	14	228	1,081		
Female	3,460	861	1,873	573	**	46	*	93	408		
Total	11,313	2,653	5,998	2,092	55	176	18	321	1,489		
Without Educational Services											
Male	723	124	388	175	*	*	*	28	72		
Female	224	42	130	44	*	*	*	*	18		
Total	947	166	518	219	8	*	*	32	90		
Under Zero Tolerance Policies											
Male	895	164	488	211	*	8	*	18	140		
Female	297	53	166	64	*	6	*	6	34		
Total	1,192	217	654	275	**	14	*	24	174		
School-Related Arrests											
Male	4,635	1,162	2,647	674	20	38	6	88	732		
Female	2,062	585	1,125	276	6	22	6	42	258		
Total	6,697	1,747	3,772	950	26	60	12	130	990		
Referrals to Law Enforcement											
Male	8,331	1,757	4,604	1,507	36	88	14	325	1,206		
Female	4,089	1,015	2,280	580	24	32	6	152	519		
Total	12,420	2,772	6,884	2,087	60	120	20	477	1,725		
<b>Students With Disabilities</b>											
In-School Suspensions											
Male	63,350	15,187	27,282	18,089	342	467	66	1,917	8,871		25,319
Female	20,645	5,724	8,978	5,147	112	94	20	570	2,697		8,795
Total	83,995	20,911	36,260	23,236	454	561	86	2,487	11,568		34,114
Out-of-School Suspensions											
Male	42,385	13,097	17,872	9,670	170	258	40	1,278	6,182		14,189

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Female	12,304	4,378	5,166	2,346	**	58	*	296	1,647		4,808
	Total	54,689	17,475	23,038	12,016	226	316	44	1,574	7,829		18,997
Expulsions												
With Educational Services	Male	2,721	705	1,350	584	16	**	*	54	355		914
	Female	702	205	325	136	*	6	*	28	104		306
	Total	3,423	910	1,675	720	**	18	*	82	459		1,220
Without Educational Services	Male	174	18	80	68	*	*	*	8	20		81
	Female	36	8	20	8	*	*	*	*	*		14
	Total	210	26	100	76	*	*	*	8	22		95
Under Zero Tolerance Policies	Male	257	38	160	55	*	*	*	*	41		73
	Female	54	20	19	15	*	*	*	*	*		18
	Total	311	58	179	70	*	*	*	*	45		91
School-Related Arrests												
	Male	1,625	491	886	221	*	*	*	23	163		223
	Female	470	173	225	54	*	*	*	12	30		68
	Total	2,095	664	1,111	275	6	*	*	35	193		291
Referrals to Law Enforcement												
	Male	2,913	783	1,496	563	19	**	*	46	333		474
	Female	862	276	416	134	*	*	*	28	90		181
	Total	3,775	1,059	1,912	697	23	**	*	74	423		655
<b>All Students</b>												
Chronic Absenteeism												
	Male	326,596	47,648	177,273	85,966	1,939	5,271	657	7,842	45,478	55,504	24,845
	Female	312,828	43,232	170,993	83,746	1,801	4,662	669	7,725	38,852	31,003	19,339
	Total	639,424	90,880	348,266	169,712	3,740	9,933	1,326	15,567	84,330	86,507	44,184

	Total
Incidents of Violence	
Incidents of rape or attempted rape	12
Incidents of sexual assault (other than rape)	551
Incidents of robbery with a weapon	64
Incidents of robbery with a firearm or explosive device	7
Incidents of robbery without a weapon	971
Incidents of physical attack or fight with a weapon	427
Incidents of physical attack or fight with a firearm or explosive device	41
Incidents of physical attack or fight without a weapon	47,970
Incidents of threats of physical attack with a weapon	391
Incidents of threats of physical attack with a firearm or explosive device	153
Incidents of threats of physical attack without a weapon	6,272
Incidents of possession of a firearm or explosive device	235
Allegations of Harassment or bullying	
On the basis of sex	1,587
On the basis of race	964

On the basis of disability

**Total**  
361

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.

		<b>Total students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Indian or Alaska Native</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>EL</b>	<b>Students with Disabilities</b>
Preschool Programs											
	Male	121,821	17,526	74,965	20,762	588	4,727	252	3,001	43,994	15,535
	Female	114,908	16,772	72,287	18,164	589	4,215	224	2,657	43,330	6,724
	Total	236,729	34,298	147,252	38,926	1,177	8,942	476	5,658	87,324	22,259
Accelerated Coursework											
Advanced Placement Courses											
	Male	156,203	13,051	69,162	54,026	694	15,562	312	3,396	4,949	2,060
	Female	191,646	19,672	87,712	62,726	740	16,153	361	4,282	5,526	1,213
	Total	347,849	32,723	156,874	116,752	1,434	31,715	673	7,678	10,475	3,273
International Baccalaureate Courses											
	Male	4,024	468	1,675	1,030	13	720	12	106	281	96
	Female	5,324	686	2,171	1,482	21	815	12	137	327	69
	Total	9,348	1,154	3,846	2,512	34	1,535	24	243	608	165

\*\*\* 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 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.

	<b>All School</b>		<b>High-Poverty Schools</b>		<b>Low-Poverty Schools</b>	
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>
<b>Inexperienced Teachers, Principals, and Other School Leaders</b>	58,245.5	15.5%	15,517.2	19.3%	13,030.0	12.0%
<b>Teachers Teaching with Emergency or Provisional Credentials</b>	11,861.1	3.3%	3,179.3	4.2%	2,345.5	2.3%
<b>Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed</b>	30,218.6	8.5%	5,845.8	7.7%	8,209.8	7.9%

All School	High-Poverty Schools	Low-Poverty Schools
Number      Percent	Number      Percent	Number      Percent

'-' 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
Grade 3		
Reading	6,019	1%
Mathematics	6,020	1%
Grade 4		
Reading	6,061	1%
Mathematics	6,056	1%
Grade 5		
Reading	6,162	2%
Mathematics	6,160	1%
Science	6,164	1%
Grade 6		
Reading	5,678	1%
Mathematics	5,677	1%
Grade 7		

	<b>State Number of ALT2</b>	<b>State Rate of ALT2</b>
Reading	<b>5,298</b>	<b>1%</b>
Mathematics	<b>5,294</b>	<b>1%</b>
Grade 8		
Reading	<b>5,088</b>	<b>1%</b>
Mathematics	<b>5,087</b>	<b>2%</b>
Science	<b>5,087</b>	<b>1%</b>
End of Course		
English I	<b>4,868</b>	<b>1%</b>
English II	<b>4,556</b>	<b>1%</b>
Algebra I	<b>4,884</b>	<b>1%</b>
Biology	<b>4,861</b>	<b>1%</b>
All Grades		
All Subjects	<b>99,020</b>	<b>1%</b>
Reading	<b>43,730</b>	<b>1%</b>
Mathematics	<b>39,178</b>	<b>1%</b>
Science	<b>16,112</b>	<b>1%</b>

\*\* 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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
			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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced		
			TX	US	TX	US	TX	US	TX	US	
		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		
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	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	81
		Limited English Proficient	94
	Mathematics	Students with Disabilities	79



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

\*\* 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.