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

Campus Name: PASEO DEL NORTE ACADEMY-VISTA DEL SOL CHARTER HIGH Campus ID: 071803002

District Name: PASO DEL NORTE ACADEMY CHARTER DISTRICT

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);

Reading Performance (At Meeter											Two or			EL (Current
Reademic Performance (At Meets Grade Level or Above)														and
Rates														
2017-18 through 2021-   44%   32%   37%   60%   43%   74%   45%   56%   33%   19%   29%		Reading/ELA		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
202-23 through 2026-   52%   42%   46%   66%   51%   78%   53%   62%   43%   31%   31%   39%   22%   2027-28 through 2031-   62%   54%   58%   73%   62%   82%   63%   70%   55%   45%   52%   52%   32%	Grade Level or Above)			110/	220/	270/	60%	120/	7/10/-	A E 0/-	56%	220/	100/	20%
Color-23 through 2026-   52%   42%   46%   66%   51%   78%   53%   62%   43%   31%   39%				44 /0	JZ /0	31 /0	00 /6	43 /0	7470	4370	30 /6	33 /0	1970	2970
Mathematical Mathematical   Mathem				52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Mathematics			27											
Mathematica   Mathematica   Mathematica   Mathematica   Mathematica   Baseline 2016-17   46%   31%   40%   59%   45%   82%   50%   54%   36%   23%   40%   40%   59%   45%   82%   50%   54%   36%   23%   40%   40%   59%   45%   82%   50%   54%   36%   23%   40%   40%   59%   45%   82%   50%   54%   36%   23%   40%   40%   59%   41%   49%   65%   53%   85%   57%   57%   54%   34%   49%   49%   41%   49%   65%   53%   85%   57%   57%   45%   59%   57%				62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Mathematical Paralle				700/	000/	000/	000/	700/	070/	700/	700/	070/	000/	0.50/
Rates 2017-18 through 2021- 26 % 31% 20% 59% 25% 50% 50% 54% 36% 23% 40% 29% 2022-23 through 2026- 2022-23 through 2031- 32 2027-28 through 2031- 32 2032-33 73% 66% 70% 80% 73% 91% 75% 68% 57% 62% 70% 48% 59% 50% 32% 50% 50% 50% 50% 50% 50% 50% 50% 50% 50		Mathamatica												
2017-18 through 2021- 26		Mathematics		4070	3170	40%	39%	45%	0270	30%	34%	30%	2370	40%
2022-23 through 2026- 54%				46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
27   2027-28 through 2031-   63%   54%   59%   73%   66%   66%   66%   69%   57%   48%   59%   59%   32   2032-33   73%   66%   70%   80%   73%   91%   75%   77%   68%   62%   70%   41%   68%   62%   70%   62%   70%   68%   62%   70%   62			22											
2027-28 through 2031-   63%   54%   59%   73%   63%   88%   66%   69%   57%   48%   59%   59%   32   2032-33   73%   66%   70%   80%   73%   91%   75%   77%   68%   62%   70%   7				54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Section   Sect									/					
2032-33   73%   66%   70%   80%   73%   91%   75%   75%   68%   62%   70%   41%				63%	54%	59%	73%	63%	88%	66%	69%	5/%	48%	59%
Baseline 2016-17   Rates				73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Rates 2017-18 through 2021- 22 27 2022-23 through 2026- 27 2027-28 through 2031- 32  Graduation Rate:4-Year Longitudinal Rates  Rates 2017-18 through 2021- 2022-23 through 2031- 32  Graduation Rate:4-Year Longitudinal Rates  Rates 2017-18 through 2021- 2017-18 through 2021- 2022-23 through 2031- 22  2022-23 through 2031- 32  Rates  Rates 2017-18 through 2021- 2027-28 through 2031- 2027-28 through 2031- 3027-28 through 2031- 3027-28 through 2031- 3027-28 through 2031- 3040 3040 3050 3050 3050 3050 3050 3050	EL Progress				0070	. 0 / 0	0070		0.70		, .	0070	0270	
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2022-23 through 2026-  27   2027-28 through 2031-  32   32   32   32   32   32   32   32														42%
27 2027-28 through 2031- 32 Graduation Rate:4-Year Longitudinal Rate Rates 2017-18 through 2021- 2027-23 through 2026- 2027-28 through 2031- 2027-28 through 2031- 2027-28 through 2031- 32 89% 85% 87% 93% 86% 95% 89% 92% 92% 86% 78% 72% 80% 90% 90% 90% 90% 90% 90% 90% 90% 90% 9														4.407
Comparison of														44%
Graduation Rate:4-Year Longitudinal Baseline 2016-17 89% 85% 87% 93% 86% 95% 89% 92% 86% 78% 72% Rates  Rates  2017-18 through 2021- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%														46%
Rates 2017-18 through 2021- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%														1070
2017-18 through 2021- 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	Graduation Rate:4-Year Longitudinal		Baseline 2016-17	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
22 2022-23 through 2026- 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%	Rate													
2022-23 through 2026- 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%				90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
27 2027-28 through 2031- 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%				000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
2027-28 through 2031- 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%				92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
the state of the s				94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
						2								

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%
<b>G</b>	4-Year Graduation Rate	10%
	English Learner Language proficiency	10%
	SOSS: 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 (90-00), 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

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);

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

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

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

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

Part (ii): Student Achievement by Proficiency Level

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

											Two or		Non									
		State	District	Campus	African America	nHispanic		America Indian				Econ Disady		/CWD	CWOD	EL	Malel	emal	Migrant	Homeless	Foster	
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End of Course	е																					
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	CWOD		37%	33%	_	33%	_	_	_	_	_	35%	*	_	33%	*	*	63%	_	_	_	*
	EL	30%	28%	*	_	*	_	_	_	_	_	*	_	_	*	*	*	*	_	_	_	_
	Male	57%	29%	*	_	*	_	_	_	_	_	*	*	*	*	*	*	_	_	_	_	*
	Female		44%	63%	_	63%	_	_	_	_	_	63%	_	_	63%	*	_	63%	_	_	_	_
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	Female	12%	50%	62%	-	62%	-	-	-	-	-	58%	*	*	67%	*	-	62%	-	-	-	*
Algebra I	All	82%	77%	67%	-	67%	-	-	-	-	-	68%	*	*	71%	*	70%	58%	-	-	-	-
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	EL	67%	82%	*	_	*	_	_	_	_	_	*	_	*	*	*	*	*	_	_	_	_
	Male	78%	79%	70%	_	70%	_	_	_	_	_	75%	*	*	75%	*	70%	_	_	_	_	_
	Female		73%	58%	_	58%	_	_	_	_	_	58%	_	*	67%	*	_	58%	_	_	_	_
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Biology	All Students	86%	73%	87%	-	87%	-	-	-	-	-	86%	*	*	94%	1009	688%	81%	-	-	-	-
	CWD	56%	56%	*		*						*		*		*	*	*				
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English II	All	47%	34%	37%	-	37%	-	-	-	-	-	33%	*	*	39%	*	32%	46%	-	-	-	*
Ü	Students																					
	CWD	14%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	_	-
	CWOD		35%	39%	_	39%	_	_	_	_	_	35%	*	_	39%	*	33%	50%	_	_	_	*
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	Male	41%	33%	32%	_	32%	_	_	_	_	_	29%	*	*	33%	*	32%	_	_	_	_	_
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	Students																					
	CWD		*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	58%	39%	35%	-	35%	-	-	-	-	-	40%	*	-	35%	*	25%	44%	-	-	-	-
	EL	29%		*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	49%	25%	30%	-	30%	-	-	-	-	-	38%	*	*	25%	*	30%	-	-	-	-	-
	Female		42%	33%	-	33%	-	-	-	-	-	33%	-	*	44%	*	-	33%	-	-	-	-
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	Male	55%	22%	38%	-	38%	_	-	-	-	-	29%	*	*	33%	*	38%	-	-	-	-	-
	Female			31%	_	31%	_	_	_	-	_	33%	*	*	38%	*	-	31%	-	_	_	_

# STAAR Percent at Masters Grade Level

Two or Non Pacific More Econ Econ African American Foster State District Campus American Hispanic White Indian Asian Islander Races Disadv Disadv CWDCWOD EL Male Female Migrant Homeless Care Military English I ΑII 0% 0% 0% 0% 0% 0% Students CWD 3% CWOD 7% 0% 0% 0% 0% 0% 0% EL 0% 0% Male 5% 0% Female 9% 0% 0% 0% 0% 0% 0% English II ΑII 8% 1% 3% 3% 3% 3% 0% 8% Students CWD 4% CWOD 8% 1% 3% 3% 3% 3% 0% 8% 0% 0% EL Male 5% 0% 0% 0% 0% 0% 0% Female 10% Algebra I ΑII 31% 19% 19% 21% 18% 10% 25% Students CWD **CWOD 34%** 23% 18% 18% 20% 18% 0% 33% FΙ 12% 14% 10% 10% 13% 0% Male 28% 14% 10% Female 34% 27% 25% 25% 25% 33% 25% Biology 10% 6% 0% 13% ΑII 23% 7% 9% 9% 6% Students CWD 5% **CWOD 25%** 6% 6% 6% 6% 0% 0% EL 3% 5% 0% 0% 0% 13% 22% 7% 13% 14% 0% Female 23% 7% 6% 7% 8% 6% STAAR Percent at Approaches Grade Level or Above All Grades 61% All Subjects ΔII 77% 58% 61% 60% 71% 38% 64% 40% 52% 69% Students CWD 38% 38% 38% 45% 42% 38% CWOD 80% 64% 41% 52% 60% 64% 64% 63% 71% 76% 60% 49% 40% 40% 41% 40% 40% EL 74% 55% 52% 52% 51% 52% 52% Male 76% 69% Female 79% 67% Reading ΑII 46% 48% 48% 47% 51% 39% 62% 73% Students CWD 39% **CWOD 77%** 48% 51% 51% 50% 51% 40% 65% FΙ 52% 28% Male 69% 43% 39% 39% 37% 40% 39% Female 77% 47% 62% 62% 60% 65% 62% 80% 68% 71% 70% Mathematics All 67% 67% 58% Students CWD 52% CWOD 83% 84% 71% 71% 71% 73% 75% 67% 70% 82% Male 78% 79% 70% 70% 75% 75% 70% Female 82% 58% Science ΑII 79% 73% 87% 87% 86% 94% 100% 88% 81% Students CWD 48% 56% CWOD 82% 77% 94% 94% 88% 94% 83% 92% 100% 58% 68% 100% 100% 100% EL 78% 67% 83% Male 88% 88% 86% 88% Female 80% 81% 81% 92% 81% 79% 80% STAAR Percent at Meets Grade Level or Above All Grades All Subjects ΑII 30% 43% 15% 32% 10% 24% Students CWD 23% 15% 15% 15% 15% 12% 23% CWOD 50% 30% 32% 32% 31% 43% 32% 41% FΙ 26% 18% 10% 10% 10% 12% 10% Male 45% 23% 24% 24% 22% 23% 24% Female 50% 31% 35% 35% 35% 41% 35% Reading 27% 28% 19% ΑII 46% 25% 27% 25% 38% Students CWD 22% CWOD 48% 26% 28% 28% 26% 28% 20% 40% EL 21% 13% 41% 23% 19% 19% 17% 20% 19% Female 50% 25% 38% 38% 35% 40% 38% Mathematics All 48% 33% 33% 37% 35% 30% 33% Students CWD 26% **CWOD 51%** 39% 35% 35% 40% 35% 25% 44% 23% EL 33%

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Science	All	49%	30%	35%	-	35%	_	-	_	-	_	33%	*	*	39%	20%	38%	31%	-	-	-	_
	Students																					
		23%	11%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		34%	39%	-	39%	-	-	-	-	-	35%	*	-	39%	*	33%	38%	-	-	-	-
	EL	21%	23%	20%	-	20%	-	-	-	-	-	20%	-	*	*	20%	*	*	-	-	-	-
	Male	50%	22%	38%	-	38%	-	-	-	-	-	29%	*	*	33%	*	38%	-	-	-	-	-
	Female	49%	38%	31%	-	31%	-	-	-	-	-	33%	*	*	38%	*	-	31%	-	-	-	-
STAAR Percent	at Maste	rs Gra	de Lev	el																		
All Grades																						
All Subjects	All	21%	6%	7%	-	7%	-	-	-	-	-	8%	0%	15%	6%	0%	4%	10%	-	-	-	*
	Students																					
	CWD	8%	8%	15%	-	15%	-	-	-	-	-	15%	-	15%	-	*	*	*	-	-	-	-
	CWOD		6%	6%	-	6%	-	-	-	-	-	6%	0%	-	6%	0%	0%	12%	-	-	-	*
	EL	9%	4%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	*	-	-	-	-
	Male	20%	4%	4%	-	4%	-	-	-	-	-	4%	*	*	0%	*	4%	-	-	-	-	*
	Female	22%	8%	10%	-	10%	-	-	-	-	-	11%	*	*	12%	*	-	10%	-	-	-	*
Reading	All	19%	1%	2%	_	2%	_	_	_	_	_	2%	*	*	2%	*	0%	5%	_	_	_	*
	Students																					
	CWD	7%	*	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD	20%	1%	2%	-	2%	-	-	-	-	-	2%	*	-	2%	*	0%	5%	-	-	-	*
	EL	7%	0%	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	16%	0%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%	-	-	-	-	*
	Female	22%	1%	5%	-	5%	_	-	_	-	_	5%	*	*	5%	*	-	5%	-	-	-	*
Mathematics		23%	21%	19%	-	19%	-	-	-	-	-	21%	*	*	18%	*	10%	25%	-	-	-	-
	Students	400/	*	*																		
		10%			-	400/	-	-	-	-	-	000/	-		400/		00/	000/	-	-	-	-
	CWOD		23%	18%	-	18%	-	-	-	-	-	20%	•	-	18%		0%	33%	-	-	-	-
	EL	13%	14%		-		-	-	-	-	-	400/	- *	_			400/	-	-	-	-	-
	Male	23%	14%	10%	-	10%	-	-	-	-	-	13%	•		0%		10%	-	-	-	-	-
	Female	24%	27%	25%	-	25%	-	-	-	-	-	25%	-	-	33%		-	25%	-	-	-	-
Science	All	22%	7%	9%	-	9%	-	-	-	-	-	10%	*	*	6%	0%	13%	6%	-	-	-	-
	Students																					
	CWD	7%	11%	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-	-	-	-
	CWOD		6%	6%	-	6%	-	-	-	-	-	6%	*	-	6%	*	0%	8%	-	-	-	-
	EL	5%	5%	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-	-	-	-
	Male	23%	7%	13%	-	13%	-	-	-	-	-	14%	*	*	0%	*	13%	-	-	-	-	-
	Female	21%	7%	6%	-	6%	-	-	-	-	-	7%	*	*	8%	*	-	6%	-	-	-	-

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

Part (iii): Academic Growth and Graduation Rate

### Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	73	-	73	-	-	-	-	-	72	-	*
CWD	-	-	-	-	-	-	-	-	-	-	-
CWOD	73	-	73	-	-	-	-	-	72	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	92	-	92	-	-	-	-	-	*	-	*
Female	*	-	*	-	-	-	-	-	*	-	*
Mathematics											
All Students	*	-	*	-	-	-	-	-	*	*	*
CWD	*	-	*	-	-	-	-	-	*	*	*
CWOD	*	-	*	-	-	-	-	-	*	-	*
EL	*	-	*	-	-	-	-	-	*	*	*
Male	*	-	*	-	-	-	-	-	*	-	*
Female	*	-	*	-	-	-	-	-	*	*	*

## Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

Endougl Our doubles Date	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care	
Federal Graduation Rates 4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017														
All Students	30.4%	*	29.6%	*	-	-	-	-	30.0%	50.0%	33.3%	*	-	
CWD	50.0%	-	50.0%	-	-	-	-	-	50.0%	50.0%	-	-	-	
CWOD	28.0%	*	27.1%	*	-	-	-	-	27.3%	-	33.3%	*	-	
EL	33.3%	-	33.3%	-	-	-	-	_	33.3%	-	33.3%	-	-	

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Male Female	25.0% 37.5%	- *	25.8% 34.8%	*	-	-	-	-	26.7% 35.0%	*	42.9% 20.0%	*	-

<sup>&#</sup>x27;\*' 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
*	*	*

<sup>&#</sup>x27;\*' 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			n Hispanic e: STAAR C	White omponer	American Indian nt Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	34	-	34	-	-	-	-	-	34	*	*
School Quality (College, Career	r, and Military	/ Readines	ss Performa	nce)							
%Students meeting CCMR	*	*	*	-	-	-	-	-	*	*	*

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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.

		•									
OTAAD Desferences Otator	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status											
Reading	440/	220/	270/	CO0/	420/	740/	450/	FC0/	220/	400/	200/
Interim Goals (2018-2022)	44% N	32%	37% N	60%	43%	74%	45%	56%	33% N	19%	29%
Target Met	52%	42%	1N 46%	66%	51%	78%	53%	62%	43%	31%	39%
Interim Goals (2023-2027) Target Met	52% N	4270	40% N	0070	3170	7070	33%	0270	43% N	3170	3970
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	02 /6 N	J4 /0	N	13/0	02 /0	02 /0	03 /0	7 0 70	N	4370	JZ /0
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	7276 N	00 /6	N	00 /0	12/0	07 70	1370	7 0 70	07 78 N	00 /6	03 /0
Mathematics	IN		IN						IN		
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	40 /0	3170	4070	J3 /0	4570	02 /0	30 70	J4 70	30 /0	2570	40 /0
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	O-170	7170	4370	0070	3370	00 /0	37 70	0170	4070	O+70	4570
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	0070	0170	0070	1070	0070	0070	0070	0070	01.70	1070	00 70
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	7 3 70	0070	1070	0070	1070	3170	1070	1170	0070	0270	1070
English Learner Language Pro Interim Goals (2018-2022)	ficiency Stati	IS									42%
Target Met											42 /0
Interim Goals (2023-2027)											44%
Target Met											
Interim Goals (2028-2032)											46%
Target Met											
Long-Term Goals											46%
Target Met											
Federal Graduation Status											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	N	30 /0	N	30 /0	3070	30 /0	30 /0	30 /0	N	3070	30 /0
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	N	0=.0	N	0=.0	02.0	02.0	<b>02</b> .0	02.0	N	0=/0	J0
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N	0.70	N	0.75	0.70	0.70	0.70	0.70	N	0.70	0.70
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
5											

<sup>&#</sup>x27;-' Indicates there are no students in the group.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;-' Indicates there are no students in the group.

<sup>&#</sup>x27;n/a' Indicates the student group is not applicable to this report.

ΑII African American Pacific Two or More Econ CWD Students American Hispanic White Disadv EL+ Indian Asian Islander Races Target Met N

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	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rat	e	Campus	American	inspanic	vviiite	iliulali	Asiaii	isianuei	Naces	Disauv	Disauv	CWD	CWOD		Wate	remaie	Wilgrant
All Subjects	All Students	91%	_	91%	-	_	_	_	_	91%	100%	100%	90%	93%	85%	98%	_
,	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	100%	-
	CWOD	90%	-	90%	-	-	-	-	-	89%	100%	-	90%	92%	83%	98%	-
	EL	93%	-	93%	-	-	-	-	-	93%	-	*	92%	93%	87%	100%	-
	Male	85%	-	85%	-	-	-	_	-	83%	100%	100%	83%	87%	85%	-	-
	Female	98%	-	98%	-	-	-	-	-	98%	*	100%	98%	100%	-	98%	-
Reading	All Students	88%	-	88%	-	-	-	-	-	88%	*	*	87%	90%	80%	100%	-
	CWD	*	-	*	-	-	-	-	-	*	-	*	-	*	*	*	-
	CWOD	87%	-	87%	-	-	-	-	-	87%	*	-	87%	89%	79%	100%	-
	EL	90%	-	90%	-	-	-	-	-	90%	-	*	89%	90%	83%	100%	-
	Male	80%	-	80%	-	-	-	-	-	79%	*	*	79%	83%	80%	-	-
	Female	100%	-	100%	-	-	-	-	-	100%	*	*	100%	100%	-	100%	-
Mathematics	All Students		-	95%	-	-	-	-	-	95%	*	100%	94%	*	90%	100%	-
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	*	*	*	-
	CWOD	94%	-	94%	-	-	-	-	-	93%	*	-	94%	*	88%	100%	-
	EL	*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-
	Male	90%	-	90%	-	-	-	-	-	88%	*	*	88%	*	90%	-	-
	Female	100%	-	100%	-	-	-	-	-	100%	-	*	100%	*	-	100%	-
Science	All Students	96%	_	96%	_	_	_	_	_	95%	*	100%	95%	100%	100%	94%	_
Colonido	CWD	100%	_	100%	_	_	_	_	_	100%	_	100%	-	*	*	*	_
	CWOD	95%	_	95%	_	_	_	_	_	94%	*	-	95%	*	100%	92%	_
	EL	100%	_	100%					_	100%		*	*	100%	*	*	
	Male	100%	-	100%	_	-	_	-	-	100%	*	*	100%	*	100%	_	-
	Female	94%	-	94%	-	-	-	-	-	93%	*	*	92%	*	100%	94%	-
Non-Participation		<b>34</b> /0	-	94 /0	-	-	-	-	-	9370			92 /0		-	34 /0	-
All Subjects	All Students	9%	_	9%	_	_	_	_	_	9%	0%	0%	10%	7%	15%	2%	_
,	CWD	0%	_	0%	_	_	_	_	_	0%	-	0%	_	*	0%	0%	-
	CWOD	10%	_	10%	_	_	_	_	_	11%	0%	-	10%	8%	17%	2%	_
	EL	7%	_	7%	_	_	_	_	_	7%	-	*	8%	7%	13%	0%	_
	Male	15%	_	15%	_	_	_	_	_	17%	0%	0%	17%	13%	15%	-	_
	Female	2%	-	2%	-	-	-	-	-	2%	*	0%	2%	0%	-	2%	-
Reading	All Students	12%	_	12%	_	_	_	_	_	13%	*	*	13%	10%	20%	0%	_
	CWD	*	_	*	_	_	_	_	_	*	_	*		*	*	*	_
	CWOD	13%	_	13%	_	_	_	_	_	13%	*	_	13%	11%	21%	0%	_
	EL	10%	_	10%	_	_	_	_	_	10%	_	*	11%	10%	17%	0%	_
	Male	20%	_	20%	_	_	_	_	_	21%	*	*	21%	17%	20%	-	_
	Female	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	-	0%	-
Mathematics	All Students	5%	_	5%	_	_	_	_	-	5%	*	0%	6%	*	10%	0%	-
	CWD	0%	-	0%	-	-	-	_	-	0%	-	0%	-	*	*	*	-
	CWOD	6%	_	6%	_	_	_	_	_	7%	*	-	6%	*	13%	0%	-
	EL	*	_	*	_	_	_	_	_	*	_	*	*	*	*	*	_
	Male	10%	_	10%	_	_	_	_	_	13%	*	*	13%	*	10%	_	_
	Female	0%	_	0%	_	_	_	_	_	0%	_	*	0%	*	-	0%	_
					=	-	-	-	-								-
Science	All Students		-	4%	-	-	-	-	-	5%	*	0%	5%	0%	0%	6%	-
	CWD	0%	-	0%	-	-	-	-	-	0%	-	0%	-	*		*	-
	CWOD	5%	-	5%	-	-	-	-	-	6%	*	-	5%	*	0%	8%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	*	0%	*	*	-
	Male	0%	-	0%	-	-	-	-	-	0%	*	*	0%	*	0%		-
	Female	6%	-	6%	-	-	-	-	-	7%	*	*	8%	*	-	6%	-

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

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

										Students
				Indian or					Students	with
	Total	African		Alaska		Pacific	Two or More		with	Disabilities
	students	American Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)
04d4- M/M4 D11-1141		•								

**Students Without Disabilities** 

In-School Suspensions

<sup>+&#</sup>x27; 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.

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (	Students with Disabilities Section 504)
	Male	*	*	*	*	*	*	*	*	*	2.000	.,
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Out-of-School Suspensions												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
\A(\frac{1}{2}\) = = 4 \( \tau \) = 4 \( \tau \) = 1 \( \tau \) = 4 \( \tau \) = 1 \( \tau \) = 4 \( \tau \) =	Total	*	*	*	*	*		*	*	*		
Without Educational Services	Male											
	Female	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Total Male	*	*	*	*	*	*	*	*	*		
Officer Zero Tolerance Policies	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests	Total											
Genooi-related Arrests	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities In-School Suspensions												
III-Octioor Gusperisions	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Out-of-School Suspensions												
,	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*		*	*			*
Hadaa Zaas Talaasa a Balkiisa	Total	*	*	*	*	*		*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
School-Related Arrests	Total											
School-Related Affests	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement	Total											
Siraio to Lan Emoroomont	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	17	*	17	*	*	*	*	*	*	*	*
	Female	23	*	23	*	*	*	*	*	*	*	*
	Total	40	*	40	*	*	*	*	*	*	*	*

	Total
Incidents of Violence	
Incidents of rape or attempted rape	*
Incidents of sexual assault (other than rape)	*
Incidents of robbery with a weapon	*
Incidents of robbery with a firearm or explosive device	*
Incidents of robbery without a weapon	*
Incidents of physical attack or fight with a weapon	*
Incidents of physical attack or fight with a firearm or explosive device	*
Incidents of physical attack or fight without a weapon	*
Incidents of threats of physical attack with a weapon	*
Incidents of threats of physical attack with a firearm or explosive device	*
Incidents of threats of physical attack without a weapon	*
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.

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

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 1.9	Percent 25.7%
Teachers Teaching with Emergency or Provisional Credentials	0.9	13.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	6,019	1%	-	-	-	-
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 Reading	5,298	1%	-	-	-	-
Mathematics	5,294	1%	-	-	-	-
Grade 8						

<sup>1\*\*1</sup> 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.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Reading	5,088	1%	-	-	-	-
Mathematics	5,087	2%	-	-	-	-
Science	5,087	1%	-	-	-	-
End of Course English I	4,868	1%	-	-	-	-
English II	4,556	1%	-	-	-	-
Algebra I	4,884	1%	-	-	-	-
Biology	4,861	1%	-	-	-	-
All Grades All Subjects	99,020	1%	-	-	-	-
Reading	43,730	1%	-	-	-	-
Mathematics	39,178	1%	-	-	-	-
Science	16,112	1%	-	-	-	-

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

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

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

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

			% Belo	w Basic	% At or Al	bove Basic	% At or Abo	ve Proficient	% At or Abo	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	•	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
	Matricinatios	Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disady	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
		English 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 Disady	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
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State Level: 2017 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Subject Student Group %

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<b>Grade</b> Grade 4	<b>Subject</b> 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	

#### Source: TEA Division of Student Assessment

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

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

Data are not available.

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<sup>&#</sup>x27;\*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.