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

Campus Name: KIRBYVILLE H S
Campus ID: 121905001
District Name: KIRBYVILLE CISD

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)
Academic Performance (At Meets Grade Level or Above)	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%
EL Progress		Baseline 2016-17 Rates											41%
		2017-18 through 2021-22											42%
		2022-23 through 2026-27											44%
		2027-28 through 2031-32											46%
Graduation Rate:4-Year Longitudinal Rate		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%
		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 (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance;
Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.
(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.
TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 performance data.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2);
Comprehensive Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain will be considered as having successfully exited comprehensive support and improvement status.
To exit additional targeted support and improvement status, a student group must meet at least 50 percent of the indicators evaluated and meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All Students	64%	64%	**64%**	50%	73%	65%	-	*	-	*	62%	70%	*	70%	*	56%	72%	-	*	*	-
	CWD	25%	*	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	*	-
	CWOD	68%	70%	**70%**	60%	73%	71%	-	*	-	*	69%	73%	-	70%	*	60%	80%	-	*	*	-
	EL	30%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	57%	56%	**56%**	*	*	58%	-	-	-	*	53%	63%	*	60%	*	56%	-	-	-	*	-
	Female	71%	72%	**72%**	63%	*	72%	-	*	-	*	69%	81%	*	80%	*	-	72%	-	*	*	-
English II	All Students	66%	70%	**70%**	56%	*	72%	-	*	-	*	60%	82%	*	72%	*	66%	74%	-	*	-	-
	CWD	25%	*	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	71%	72%	**72%**	60%	*	73%	-	*	-	*	63%	82%	-	72%	*	65%	79%	-	*	-	-
	EL	27%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	61%	66%	**66%**	*	*	72%	-	-	-	*	54%	80%	*	65%	*	66%	-	-	*	-	-
	Female	72%	74%	**74%**	67%	*	72%	-	*	-	*	66%	85%	*	79%	-	-	74%	-	*	-	-
Algebra I	All Students	82%	86%	**83%**	70%	100%	82%	-	*	-	*	79%	90%	36%	89%	*	84%	81%	-	*	*	-
	CWD	47%	36%	**36%**	*	-	*	-	-	-	-	42%	*	36%	-	-	*	*	-	*	-	-
	CWOD	86%	92%	**89%**	63%	100%	91%	-	*	-	*	86%	97%	-	89%	*	89%	90%	-	*	*	-
	EL	67%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	78%	88%	**84%**	*	*	86%	-	-	-	-	77%	100%	*	89%	*	84%	-	-	-	*	-
	Female	87%	84%	**81%**	86%	*	77%	-	*	-	*	81%	81%	*	90%	*	-	81%	-	*	-	-
Biology	All Students	86%	92%	**92%**	100%	*	90%	-	*	-	*	92%	93%	*	98%	*	96%	89%	-	*	*	-
	CWD	56%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-
	CWOD	89%	98%	**98%**	100%	*	97%	-	*	-	*	100%	93%	-	98%	*	96%	100%	-	*	*	-
	EL	64%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	83%	96%	**96%**	*	*	95%	-	-	-	-	100%	90%	*	96%	*	96%	-	-	-	*	-
	Female	88%	89%	**89%**	100%	*	83%	-	*	-	*	86%	100%	*	100%	-	-	89%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All Students	43%	40%	**40%**	25%	45%	41%	-	*	-	*	38%	45%	*	44%	*	36%	44%	-	*	*	-
	CWD	14%	*	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	*	-
	CWOD	47%	44%	**44%**	30%	45%	45%	-	*	-	*	42%	49%	-	44%	*	37%	50%	-	*	*	-
	EL	10%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	37%	36%	**36%**	*	*	35%	-	-	-	*	35%	38%	*	37%	*	36%	-	-	-	*	-
	Female	51%	44%	**44%**	38%	*	47%	-	*	-	*	41%	56%	*	50%	*	-	44%	-	*	*	-
English II	All Students	47%	49%	**49%**	31%	*	53%	-	*	-	*	34%	67%	*	50%	*	48%	50%	-	*	-	-
	CWD	14%	*	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	51%	50%	**50%**	33%	*	54%	-	*	-	*	35%	67%	-	50%	*	48%	53%	-	*	-	-
	EL	9%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	41%	48%	**48%**	*	*	55%	-	-	-	*	31%	67%	*	48%	*	48%	-	-	*	-	-
	Female	54%	50%	**50%**	44%	*	51%	-	*	-	*	37%	67%	*	53%	-	-	50%	-	*	-	-
Algebra I	All Students	53%	49%	**38%**	30%	50%	36%	-	*	-	*	33%	48%	14%	41%	*	40%	36%	-	*	*	-
	CWD	19%	14%	**14%**	*	-	*	-	-	-	-	17%	*	14%	-	-	*	*	-	*	-	-
	CWOD	58%	53%	**41%**	25%	50%	40%	-	*	-	*	36%	52%	-	41%	*	42%	40%	-	*	*	-
	EL	29%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	49%	54%	**40%**	*	*	42%	-	-	-	-	29%	67%	*	42%	*	40%	-	-	-	*	-
	Female	58%	44%	**36%**	43%	*	30%	-	*	-	*	37%	31%	*	40%	*	-	36%	-	*	-	-
Biology	All Students	57%	66%	**66%**	43%	*	72%	-	*	-	*	63%	73%	*	69%	*	65%	67%	-	*	*	-
	CWD	22%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-
	CWOD	61%	69%	**69%**	43%	*	76%	-	*	-	*	67%	73%	-	69%	*	63%	75%	-	*	*	-
	EL	20%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	55%	65%	**65%**	*	*	71%	-	-	-	-	63%	70%	*	63%	*	65%	-	-	-	*	-
	Female	59%	67%	**67%**	60%	*	72%	-	*	-	*	64%	80%	*	75%	-	-	67%	-	*	-	-
STAAR Percent at Masters Grade Level																						
End of Course																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	7%	5%	**5%**	0%	0%	6%	-	*	-	*	5%	5%	*	5%	*	3%	7%	-	*	*	-
	CWD	3%	*	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	*	-
	CWOD	7%	5%	**5%**	0%	0%	6%	-	*	-	*	4%	5%	-	5%	*	1%	8%	-	*	*	-
	EL	0%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	5%	3%	**3%**	*	*	3%	-	-	-	*	2%	4%	*	1%	*	3%	-	-	-	*	-
	Female	9%	7%	**7%**	0%	*	9%	-	*	-	*	7%	6%	*	8%	*	-	7%	-	*	*	-
English II	All Students	8%	6%	**6%**	0%	*	8%	-	*	-	*	4%	9%	*	6%	*	9%	3%	-	*	-	-
	CWD	4%	*	*	*	-	*	-	-	-	-	*	*	*	-	-	*	*	-	*	-	-
	CWOD	8%	6%	**6%**	0%	*	7%	-	*	-	*	3%	9%	-	6%	*	8%	4%	-	*	-	-
	EL	0%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	5%	9%	**9%**	*	*	11%	-	-	-	*	6%	13%	*	8%	*	9%	-	-	*	-	-
	Female	10%	3%	**3%**	0%	*	4%	-	*	-	*	3%	4%	*	4%	-	-	3%	-	*	-	-
Algebra I	All Students	31%	25%	**9%**	10%	13%	9%	-	*	-	*	8%	13%	7%	9%	*	8%	10%	-	*	*	-
	CWD	7%	7%	**7%**	*	-	*	-	-	-	-	8%	*	7%	-	-	*	*	-	*	-	-
	CWOD	34%	27%	**9%**	0%	13%	11%	-	*	-	*	8%	14%	-	9%	*	9%	10%	-	*	*	-
	EL	12%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	28%	28%	**8%**	*	*	9%	-	-	-	-	3%	20%	*	9%	*	8%	-	-	-	*	-
	Female	34%	22%	**10%**	14%	*	9%	-	*	-	*	12%	6%	*	10%	*	-	10%	-	*	-	-
Biology	All Students	23%	34%	**34%**	14%	*	36%	-	*	-	*	29%	47%	*	38%	*	31%	37%	-	*	*	-
	CWD	5%	*	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-
	CWOD	25%	38%	**38%**	14%	*	41%	-	*	-	*	33%	47%	-	38%	*	33%	42%	-	*	*	-
	EL	3%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	22%	31%	**31%**	*	*	29%	-	-	-	-	25%	40%	*	33%	*	31%	-	-	-	*	-
	Female	23%	37%	**37%**	20%	*	44%	-	*	-	*	32%	60%	*	42%	-	-	37%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades																						
All Subjects	All Students	77%	77%	**74%**	64%	83%	74%	-	*	-	79%	70%	82%	29%	79%	64%	71%	77%	-	50%	*	-
	CWD	45%	36%	**29%**	*	-	28%	-	-	-	-	26%	*	29%	-	-	47%	19%	-	*	*	-
	CWOD	80%	80%	**79%**	68%	83%	79%	-	*	-	79%	76%	84%	-	79%	64%	72%	85%	-	83%	*	-
	EL	60%	62%	**64%**	-	64%	-	-	-	-	-	67%	*	-	64%	64%	*	*	-	-	-	-
	Male	74%	75%	**71%**	44%	75%	73%	-	-	-	*	65%	80%	47%	72%	*	71%	-	-	*	*	-
	Female	79%	80%	**77%**	76%	92%	75%	-	*	-	91%	74%	84%	19%	85%	*	-	77%	-	*	*	-
Reading	All Students	73%	73%	**67%**	54%	71%	68%	-	*	-	67%	61%	77%	23%	71%	*	61%	73%	-	*	*	-
	CWD	39%	32%	**23%**	*	-	26%	-	-	-	-	*	*	23%	-	-	*	*	-	*	*	-
	CWOD	77%	76%	**71%**	60%	71%	72%	-	*	-	67%	66%	78%	-	71%	*	62%	80%	-	*	*	-
	EL	52%	45%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	69%	69%	**61%**	*	56%	64%	-	-	-	*	54%	72%	*	62%	*	61%	-	-	*	*	-
	Female	77%	77%	**73%**	65%	88%	72%	-	*	-	83%	68%	84%	*	80%	*	-	73%	-	*	*	-
Mathematics	All Students	80%	81%	**83%**	70%	100%	82%	-	*	-	*	79%	90%	36%	89%	*	84%	81%	-	*	*	-
	CWD	52%	40%	**36%**	*	-	*	-	-	-	-	42%	*	36%	-	-	*	*	-	*	-	-
	CWOD	83%	84%	**89%**	63%	100%	91%	-	*	-	*	86%	97%	-	89%	*	89%	90%	-	*	*	-
	EL	70%	67%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	78%	80%	**84%**	*	*	86%	-	-	-	-	77%	100%	*	89%	*	84%	-	-	-	*	-
	Female	82%	83%	**81%**	86%	*	77%	-	*	-	*	81%	81%	*	90%	*	-	81%	-	*	-	-
Science	All Students	79%	81%	**92%**	100%	*	90%	-	*	-	*	92%	93%	*	98%	*	96%	89%	-	*	*	-
	CWD	48%	33%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-
	CWOD	82%	84%	**98%**	100%	*	97%	-	*	-	*	100%	93%	-	98%	*	96%	100%	-	*	*	-
	EL	58%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	78%	81%	**96%**	*	*	95%	-	-	-	-	100%	90%	*	96%	*	96%	-	-	-	*	-
	Female	80%	81%	**89%**	100%	*	83%	-	*	-	*	86%	100%	*	100%	-	-	89%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades																						
All Subjects	All Students	47%	46%	**45%**	31%	45%	47%	-	*	-	36%	39%	57%	17%	48%	0%	44%	46%	-	20%	*	-
	CWD	23%	18%	**17%**	*	-	17%	-	-	-	-	18%	*	17%	-	-	33%	8%	-	*	*	-
	CWOD	50%	48%	**48%**	33%	45%	50%	-	*	-	36%	42%	60%	-	48%	0%	45%	51%	-	33%	*	-
	EL	26%	7%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	45%	44%	**44%**	6%	50%	47%	-	-	-	*	36%	58%	33%	45%	*	44%	-	-	*	*	-
	Female	50%	49%	**46%**	45%	38%	46%	-	*	-	36%	42%	56%	8%	51%	*	-	46%	-	*	*	-
Reading	All Students	46%	43%	**44%**	29%	41%	47%	-	*	-	22%	37%	58%	14%	47%	*	41%	47%	-	*	*	-
	CWD	22%	18%	**14%**	*	-	16%	-	-	-	-	*	*	14%	-	-	*	*	-	*	*	-
	CWOD	48%	45%	**47%**	32%	41%	50%	-	*	-	22%	39%	60%	-	47%	*	42%	51%	-	*	*	-
	EL	21%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	41%	40%	**41%**	*	44%	44%	-	-	-	*	33%	54%	*	42%	*	41%	-	-	*	*	-
	Female	50%	47%	**47%**	41%	38%	49%	-	*	-	17%	39%	63%	*	51%	*	-	47%	-	*	*	-
Mathematics	All Students	48%	47%	**38%**	30%	50%	36%	-	*	-	*	33%	48%	14%	41%	*	40%	36%	-	*	*	-
	CWD	26%	17%	**14%**	*	-	*	-	-	-	-	17%	*	14%	-	-	*	*	-	*	-	-
	CWOD	51%	49%	**41%**	25%	50%	40%	-	*	-	*	36%	52%	-	41%	*	42%	40%	-	*	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	33%	13%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	47%	45%	**40%**	*	*	42%	-	-	-	-	29%	67%	*	42%	*	40%	-	-	-	*	-
	Female	49%	49%	**36%**	43%	*	30%	-	*	-	*	37%	31%	*	40%	*	-	36%	-	*	-	-
Science	All Students	49%	55%	**66%**	43%	*	72%	-	*	-	*	63%	73%	*	69%	*	65%	67%	-	*	*	-
	CWD	23%	20%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-
	CWOD	52%	57%	**69%**	43%	*	76%	-	*	-	*	67%	73%	-	69%	*	63%	75%	-	*	*	-
	EL	21%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	50%	54%	**65%**	*	*	71%	-	-	-	-	63%	70%	*	63%	*	65%	-	-	-	*	-
	Female	49%	55%	**67%**	60%	*	72%	-	*	-	*	64%	80%	*	75%	-	-	67%	-	*	-	-

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All Students	21%	19%	**10%**	4%	10%	11%	-	*	-	7%	9%	13%	7%	10%	0%	9%	10%	-	0%	*	-
	CWD	8%	3%	**7%**	*	-	6%	-	-	-	-	9%	*	7%	-	-	13%	4%	-	*	*	-
	CWOD	23%	20%	**10%**	3%	10%	11%	-	*	-	7%	8%	13%	-	10%	0%	9%	11%	-	0%	*	-
	EL	9%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	-	0%	0%	*	*	-	-	-	-
	Male	20%	18%	**9%**	0%	13%	10%	-	-	-	*	6%	15%	13%	9%	*	9%	-	-	*	*	-
	Female	22%	21%	**10%**	7%	8%	11%	-	*	-	9%	11%	9%	4%	11%	*	-	10%	-	*	*	-
Reading	All Students	19%	17%	**5%**	0%	0%	7%	-	*	-	0%	4%	7%	9%	5%	*	6%	5%	-	*	*	-
	CWD	7%	5%	**9%**	*	-	11%	-	-	-	-	*	*	9%	-	-	*	*	-	*	*	-
	CWOD	20%	18%	**5%**	0%	0%	7%	-	*	-	0%	4%	8%	-	5%	*	5%	6%	-	*	*	-
	EL	7%	0%	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	16%	15%	**6%**	*	0%	7%	-	-	-	*	4%	9%	*	5%	*	6%	-	-	*	*	-
	Female	22%	19%	**5%**	0%	0%	7%	-	*	-	0%	5%	5%	*	6%	*	-	5%	-	*	*	-
Mathematics	All Students	23%	19%	**9%**	10%	13%	9%	-	*	-	*	8%	13%	7%	9%	*	8%	10%	-	*	*	-
	CWD	10%	2%	**7%**	*	-	*	-	-	-	-	8%	*	7%	-	-	*	*	-	*	-	-
	CWOD	25%	21%	**9%**	0%	13%	11%	-	*	-	*	8%	14%	-	9%	*	9%	10%	-	*	*	-
	EL	13%	0%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	23%	18%	**8%**	*	*	9%	-	-	-	-	3%	20%	*	9%	*	8%	-	-	-	*	-
	Female	24%	21%	**10%**	14%	*	9%	-	*	-	*	12%	6%	*	10%	*	-	10%	-	*	-	-
Science	All Students	22%	28%	**34%**	14%	*	36%	-	*	-	*	29%	47%	*	38%	*	31%	37%	-	*	*	-
	CWD	7%	0%	*	-	-	*	-	-	-	-	*	-	*	-	-	*	*	-	*	-	-
	CWOD	24%	30%	**38%**	14%	*	41%	-	*	-	*	33%	47%	-	38%	*	33%	42%	-	*	*	-
	EL	5%	*	*	-	*	-	-	-	-	-	-	*	-	*	*	*	-	-	-	-	-
	Male	23%	28%	**31%**	*	*	29%	-	-	-	-	25%	40%	*	33%	*	31%	-	-	-	*	-
	Female	21%	28%	**37%**	20%	*	44%	-	*	-	*	32%	60%	*	42%	-	-	37%	-	*	-	-

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

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	100	*	67	-	*	-	*	66	*	-
CWD	*	-	-	*	-	-	-	-	*	*	-
CWOD	70	100	*	67	-	*	-	*	65	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	75	*	*	74	-	-	-	*	71	*	-
Female	66	100	*	62	-	*	-	*	63	*	-
Mathematics											
All Students	38	*	*	34	-	*	-	*	35	*	*
CWD	*	*	-	*	-	-	-	-	*	*	-
CWOD	40	*	*	37	-	*	-	*	36	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	35	*	*	33	-	-	-	-	24	*	*
Female	41	*	*	36	-	*	-	*	46	*	*

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2017													
All Students	97.0%	100.0%	100.0%	96.3%	-	-	-	*	95.8%	100.0%	*	100.0%	*
CWD	100.0%	-	-	100.0%	-	-	-	*	100.0%	100.0%	-	*	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL	Homeless	Foster Care
CWOD	96.7%	100.0%	100.0%	95.8%	-	-	-	*	95.2%	-	*	*	*
EL	*	-	*	-	-	-	-	-	-	-	*	-	-
Male	96.4%	100.0%	*	95.6%	-	-	-	*	96.2%	100.0%	-	*	*
Female	97.7%	*	*	97.1%	-	-	-	*	95.5%	-	*	*	*

'*' 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
*	*	*

'*' 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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	*	*	44	-	*	-	*	39	*	*
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	45%	*	*	51%	-	*	-	*	36%	*	*

'*' 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 +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y	N		N					Y		
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N		N					N		
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N		N					N		
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N		N					N		
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N			N					N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N			N					N		
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N			N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N					N		
English Learner Language Proficiency Status											
Interim Goals (2018-2022)											42%
Target Met											
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	Y			Y					Y		
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y			Y					Y		
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y			Y					Y		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Y			Y					Y		

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

Source: 2018 Accountability Closing the Gaps Status Table

Part (vii): STAAR Participation

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

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

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

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)
Students Without Disabilities												
In-School Suspensions												
	Male	47	14	*	29	*	*	*	*	*		
	Female	21	5	*	14	*	*	*	*	*		
	Total	68	19	*	43	*	*	*	*	*		
Out-of-School Suspensions												
	Male	13	*	*	7	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	15	*	*	9	*	*	*	*	*		
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Students With Disabilities												
In-School Suspensions												
	Male	13	*	*	11	*	*	*	*	*		8
	Female	*	*	*	*	*	*	*	*	*		*
	Total	15	*	*	11	*	*	*	*	*		10
Out-of-School Suspensions												
	Male	7	*	*	7	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	7	*	*	7	*	*	*	*	*		*
Expulsions												
With Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Under Zero Tolerance Policies	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
School-Related Arrests												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
Referrals to Law Enforcement												
	Male	*	*	*	*	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		*
	Total	*	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism												
	Male	77	14	*	59	*	*	*	*	*	14	8
	Female	86	11	*	71	*	*	*	*	*	5	11
	Total	163	25	*	130	*	*	*	*	*	19	19

	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	5
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.
'**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
'-' Indicates there are no students in the group.
Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.5	15.8%
Teachers Teaching with Emergency or Provisional Credentials	3.0	9.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	4.1	12.5%

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

Source: TEA Division of Research and Analysis

Part (x): Per-pupil Expenditure

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

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

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

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,019	1%	5	4%	-	-
Mathematics	6,020	1%	5	4%	-	-
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%	*	*	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,294	1%	*	*	-	-
Grade 8						
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%	19	1%	**5**	**1%**
Reading	43,730	1%	9	1%	*	*
Mathematics	39,178	1%	8	1%	*	*
Science	16,112	1%	*	*	*	*

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At or Above Advanced	
Grade	**Subject**	**Student Group**	**TX**	**US**	**TX**	**US**	**TX**	**US**	**TX**	**US**
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
		Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		Black	30	37	46	44	22	17	3	2
		Hispanic	21	29	45	44	29	23	5	3
		White	9	12	32	37	46	40	13	11
		American Indian	*	31	*	44	*	21	*	3
		Asian	8	8	18	25	40	42	34	25
		Pacific Islander	*	29	*	42	*	25	*	4
		Two or More Races	13	15	30	39	41	35	17	11
		Econ Disadv	23	31	46	44	25	22	4	3
		Students with Disabilities	43	51	38	32	16	14	2	3
		English Language Learners	29	47	44	39	23	13	4	2
Grade 8	Reading	Overall	29	24	44	40	26	32	2	4
		Black	42	40	43	42	14	17	n/a	1
		Hispanic	34	33	45	44	20	22	1	1
		White	17	16	43	39	37	39	3	6
		American Indian	*	37	*	41	*	20	*	1
		Asian	8	13	29	30	53	45	10	12
		Pacific Islander	*	35	*	42	*	22	*	2
		Two or More Races	23	18	42	40	31	36	5	6
		Econ Disadv	38	35	45	43	16	20	1	1
		Students with Disabilities	65	61	29	29	6	9	n/a	1
		English Language Learners	62	68	33	27	5	5	n/a	n/a
	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
		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.