# Texas Education Agency
# 2015-16 Federal Report Card for Texas Public Schools

**Campus Name:** S H CROWLEY INT
**Campus ID:** 220912112
**District Name:** CROWLEY ISD

**Part I:** Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)** | | | | | | | | | | | | | | | | | |
| **Grade 5** | | | | | | | | | | | | | | | | | |
| Reading | 2016 | 80% | 69% | **80%** | 69% | 81% | 85% | * | * | - | 80% | 42% | 74% | 55% | 81% | 79% | - |
| | 2015 | 83% | 77% | **80%** | 80% | 83% | 75% | * | * | - | 75% | 48% | 73% | 83% | 81% | 78% | - |
| Mathematics | 2016 | 85% | 71% | **78%** | 80% | 79% | 76% | * | * | - | 60% | 47% | 73% | 82% | 75% | 81% | - |
| | 2015 | 75% | 65% | **67%** | 59% | 70% | 67% | * | * | - | * | 38% | 59% | 61% | 66% | 67% | - |
| Science | 2016 | 73% | 59% | **70%** | 59% | 72% | 74% | * | * | - | 60% | 32% | 62% | 64% | 66% | 74% | - |
| | 2015 | 69% | 58% | **56%** | 49% | 53% | 64% | * | * | - | * | 31% | 46% | 50% | 50% | 62% | - |
| **Grade 6** | | | | | | | | | | | | | | | | | |
| Reading | 2016 | 68% | 57% | **61%** | 58% | 59% | 64% | * | * | * | 63% | 26% | 52% | * | 67% | 55% | - |
| | 2015 | 73% | 66% | **74%** | 65% | 71% | 78% | * | * | - | 83% | 31% | 62% | 38% | 74% | 74% | - |
| Mathematics | 2016 | 71% | 63% | **70%** | 65% | 67% | 74% | * | * | * | 88% | 35% | 63% | 65% | 65% | 76% | - |
| | 2015 | 72% | 65% | **76%** | 62% | 78% | 78% | * | * | - | 100% | 46% | 69% | 63% | 75% | 77% | - |
| **All Grades** | | | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 74% | 64% | **72%** | 66% | 70% | 75% | 76% | 90% | * | 70% | 35% | 64% | 55% | 71% | 73% | - |
| | 2015 | 73% | 65% | **70%** | 63% | 71% | 72% | 82% | 100% | - | 73% | 39% | 62% | 59% | 69% | 71% | - |
| Reading | 2016 | 72% | 63% | **70%** | 63% | 68% | 76% | * | 88% | * | 72% | 32% | 61% | 36% | 74% | 66% | - |
| | 2015 | 74% | 67% | **77%** | 72% | 78% | 77% | * | 100% | - | 80% | 40% | 68% | 62% | 77% | 76% | - |
| Mathematics | 2016 | 75% | 65% | **74%** | 72% | 72% | 75% | 86% | 100% | * | 72% | 40% | 67% | 71% | 70% | 79% | - |
| | 2015 | 73% | 64% | **71%** | 61% | 74% | 73% | * | 100% | - | 81% | 42% | 64% | 62% | 71% | 72% | - |
| Science | 2016 | 77% | 67% | **70%** | 59% | 72% | 74% | * | * | - | 60% | 32% | 62% | 64% | 66% | 74% | - |
| | 2015 | 75% | 66% | **56%** | 49% | 53% | 64% | * | * | - | * | 31% | 46% | 50% | 50% | 62% | - |
| **STAAR Percent at Final Level II or Above** | | | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 42% | 31% | **37%** | 30% | 33% | 41% | 53% | 75% | * | 41% | 17% | 29% | 25% | 36% | 38% | - |
| | 2015 | 38% | 29% | **35%** | 23% | 34% | 42% | 36% | 73% | - | 37% | 16% | 25% | 16% | 35% | 35% | - |
| Reading | 2016 | 42% | 32% | **38%** | 32% | 34% | 43% | * | 75% | * | 28% | 13% | 29% | 25% | 39% | 36% | - |
| | 2015 | 40% | 31% | **41%** | 34% | 36% | 47% | * | 83% | - | 45% | 13% | 31% | 15% | 42% | 40% | - |
| Mathematics | 2016 | 40% | 29% | **37%** | 28% | 33% | 41% | 57% | 88% | * | 44% | 21% | 29% | 25% | 33% | 40% | - |
| | 2015 | 36% | 27% | **35%** | 19% | 38% | 41% | * | 83% | - | 33% | 19% | 25% | 21% | 36% | 35% | - |
| Science | 2016 | 44% | 30% | **35%** | 27% | 33% | 37% | * | * | - | 60% | 16% | 30% | 27% | 34% | 37% | - |
| | 2015 | 40% | 27% | **25%** | 10% | 23% | 34% | * | * | - | * | 15% | 14% | 11% | 21% | 28% | - |
| **STAAR Percent at Level III Advanced** | | | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 10% | **12%** | 9% | 11% | 15% | 6% | 30% | * | 9% | 2% | 9% | 7% | 12% | 13% | - |
| | 2015 | 14% | 9% | **13%** | 8% | 12% | 17% | 18% | 33% | - | 12% | 3% | 8% | 2% | 13% | 14% | - |
| Reading | 2016 | 16% | 10% | **16%** | 15% | 14% | 19% | * | 38% | * | 6% | 4% | 12% | 11% | 17% | 16% | - |
| | 2015 | 15% | 10% | **20%** | 14% | 16% | 25% | * | 50% | - | 20% | 4% | 12% | 0% | 21% | 19% | - |
| Mathematics | 2016 | 17% | 11% | **11%** | 5% | 10% | 14% | 0% | 38% | * | 17% | 0% | 7% | 4% | 10% | 12% | - |
| | 2015 | 14% | 9% | **10%** | 4% | 11% | 13% | * | 17% | - | 10% | 2% | 6% | 6% | 9% | 11% | - |
| Science | 2016 | 15% | 6% | **7%** | 6% | 3% | 11% | * | * | - | 0% | 5% | 6% | 9% | 6% | 8% | - |

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2015 | 14% | 7% | **7%** | 2% | 6% | 9% | * | * | - | * | 4% | 3% | 0% | 3% | 10% | - |

**STAAR Participation (All Grades)**

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Tests | 2016 | 99% | 99% | **100%** | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | 2015 | 99% | 99% | **99%** | 99% | 100% | 100% | 100% | 100% | - | 98% | 96% | 99% | 100% | 99% | 99% | - |
| Reading | 2016 | 99% | 99% | **100%** | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | 2015 | 99% | 99% | **99%** | 99% | 100% | 99% | 100% | 100% | - | 95% | 96% | 99% | 100% | 100% | 99% | - |
| Mathematics | 2016 | 100% | 100% | **100%** | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | 2015 | 99% | 99% | **100%** | 99% | 100% | 99% | 100% | 100% | - | 100% | 96% | 100% | 100% | 100% | 100% | - |
| Science | 2016 | 99% | 99% | **100%** | 100% | 100% | 100% | * | * | - | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | 2015 | 99% | 99% | **100%** | 98% | 100% | 100% | 100% | 100% | - | 100% | 96% | 99% | 100% | 99% | 100% | - |

**STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)**

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading Tests | | | | | | | | | | | | | | | | | |
| % of Participants | 2016 | 98% | 99% | **100%** | 100% | 100% | 100% | * | - | - | * | 100% | 100% | 100% | 100% | 100% | - |
| % STAAR/EOC With No Accommodations | 2016 | 13% | 12% | **15%** | 22% | 0% | 19% | * | - | - | * | 15% | 11% | 0% | 12% | 15% | - |
| % STAAR/EOC With Accommodations | 2016 | 73% | 75% | **66%** | 56% | 73% | 67% | * | - | - | * | 66% | 70% | 80% | 76% | 65% | - |
| % STAAR Alternate2 | 2016 | 11% | 12% | **19%** | 22% | 27% | 14% | * | - | - | * | 19% | 19% | 20% | 12% | 21% | - |
| % of Non-Participants | 2016 | 2% | 1% | **0%** | 0% | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | - |
| Mathematics Tests | | | | | | | | | | | | | | | | | |
| % of Participants | 2016 | 99% | 99% | **100%** | 100% | 100% | 100% | * | - | - | * | 100% | 100% | 100% | 100% | 100% | - |
| % STAAR/EOC With No Accommodations | 2016 | 12% | 13% | **19%** | 28% | 0% | 24% | * | - | - | * | 19% | 16% | 0% | 12% | 21% | - |
| % STAAR/EOC With Accommodations | 2016 | 75% | 73% | **62%** | 50% | 73% | 62% | * | - | - | * | 62% | 65% | 80% | 76% | 59% | - |
| % STAAR Alternate2 | 2016 | 12% | 14% | **19%** | 22% | 27% | 14% | * | - | - | * | 19% | 19% | 20% | 12% | 21% | - |
| % of Non-Participants | 2016 | 1% | 1% | **0%** | 0% | 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.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

## **Part II:** Student Achievement and State Academic Annual Measureable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Status - State** | | | | | | | | | | | | | | | |
| State Target | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | | | | |
| Reading | Y | Y | Y | Y | | | | | Y | N | N | | 5 | 7 | 71 |
| Mathematics | Y | Y | Y | Y | | | | | Y | N | Y | | 6 | 7 | 86 |
| Writing | | | | | | | | | | | | | 0 | 0 | |
| Science | Y | N | Y | Y | | | | | Y | | | | 4 | 5 | 80 |
| Social Studies | | | | | | | | | | | | | 0 | 0 | |
| **Total** | | | | | | | | | | | | | **15** | **19** | **79** |
| **Performance Status - Federal** | | | | | | | | | | | | | | | |
| Federal Target | 87% | 87% | 87% | 87% | | | | | 87% | 87% | 87% | | | | |
| Reading | N | N | N | N | n/a | n/a | n/a | n/a | N | N | | n/a | | | |
| Mathematics | N | N | N | N | n/a | n/a | n/a | n/a | N | N | | n/a | | | |
| **Participation Status** | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | 95% | | | |

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | Y | Y | Y | Y | | | | | Y | Y | | Y | 7 | 7 | 100 |
| Mathematics | Y | Y | Y | Y | | | | | Y | Y | | Y | 7 | 7 | 100 |
| **Total** | | | | | | | | | | | | | **14** | **14** | **100** |

**Federal Graduation Status (Target: See Reason Codes)**

| | | | |
|---|---|---|---|
| Graduation Target Met | | 0 | 0 |
| Reason Code *** | | | |
| **Total** | | **0** | **0** |

**District: Met Federal Limits on Alternative Assessments**

| | | | | |
|---|---|---|---|---|
| Reading | | | | |
| Alternate 1% | n/a | | | |
| Number Proficient | n/a | | | |
| Total Federal Cap Limit | n/a | | | |
| Mathematics | | | | |
| Alternate 1% | n/a | | | |
| Number Proficient | n/a | | | |
| Total Federal Cap Limit | n/a | | | |
| **Total** | | | | |
| **Overall Total** | | **29** | **33** | **88** |

\+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%
b = Four-year Graduation Rate Target of 88%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Rates** | | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 311 | 65 | 91 | 134 | * | ** | - | 12 | 138 | 15 | 13 | n/a |
| Total Tests | 439 | 102 | 133 | 175 | * | ** | - | 17 | 220 | 47 | 30 | 27 |
| % at Level II Satisfactory Standard | 71% | 64% | 68% | 77% | * | 86% | - | 71% | 63% | 32% | 43% | n/a |
| **Mathematics** | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 329 | 75 | 96 | 134 | 5 | 7 | - | 12 | 150 | 18 | 22 | n/a |
| Total Tests | 439 | 102 | 133 | 175 | 5 | 7 | - | 17 | 220 | 47 | 30 | 27 |
| % at Level II Satisfactory Standard | 75% | 74% | 72% | 77% | 100% | 100% | - | 71% | 68% | 38% | 73% | n/a |
| **Writing** | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Level II Satisfactory Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Science** | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | 151 | 25 | 41 | 73 | * | * | - | 6 | 59 | * | 8 | n/a |
| Total Tests | 213 | 44 | 56 | 96 | * | * | - | 10 | 96 | * | 12 | 11 |
| % at Level II Satisfactory Standard | 71% | 57% | 73% | 76% | * | * | - | 60% | 61% | * | 67% | n/a |
| **Social Studies** | | | | | | | | | | | | |
| # at Level II Satisfactory Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Level II Satisfactory Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Participation Rates** | | | | | | | | | | | | |
| **Reading: 2015-2016 Assessments** | | | | | | | | | | | | |
| Number Participating | 471 | 109 | 140 | 188 | ** | 8 | * | 18 | 241 | 53 | n/a | 28 |
| Total Students | 471 | 109 | 140 | 188 | ** | 8 | * | 18 | 241 | 53 | n/a | 28 |
| Participation Rate | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | n/a | 100% |
| **Mathematics: 2015-2016 Assessments** | | | | | | | | | | | | |
| Number Participating | 472 | 110 | 140 | 188 | ** | 8 | * | 18 | 242 | 53 | n/a | 28 |
| Total Students | 472 | 110 | 140 | 188 | ** | 8 | * | 18 | 242 | 53 | n/a | 28 |
| Participation Rate | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | n/a | 100% |

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

* 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.
n/a Indicates the student group is not applicable to System Safeguards.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Ever HS) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Federal Graduation Rates** | | | | | | | | | | | | |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **5-year Extended Graduation Rate (Gr 9-12): Class of 2014** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |

| | |
|---|---|
| **District: Met Federal Limits on Alternative Assessments** | |
| **Reading** | |
| Number Proficient | n/a |
| Total Federal Cap Limit | n/a |
| **Mathematics** | |
| Number Proficient | n/a |
| Total Federal Cap Limit | n/a |

* 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.
n/a Indicates the student group is not applicable to System Safeguards.

Source: 2016 Accountability System Safeguards Report

## **Part III:** Priority and Focus Schools

**Priority schools** are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports.Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

**Priority School Identification:** No
**Priority School Reason:** N/A
**Focus School Reason:** N/A
**Focus School Identification:** No

**A high-performance reward school** is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards. The reward school identifications provided are for the 2015-2016 school year.Identifications for the 2016-2017 school year are pending.

**High Performing School:** No
**High Progress School:** No

Source: TEA Division of School Improvement and Support

## **Part IV:** Teacher Quality Data

**Part IV A: Percent of Teachers by Highest Degree Held**
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

| | Campus | | | |
|---|---|---|---|---|
| | Number | Percent | District Percent | State Percent |
| **No Degree** | 0.0 | 0.0% | 0.4% | 1.0% |
| **Bachelors** | 22.1 | 78.6% | 71.4% | 74.7% |
| **Masters** | 6.0 | 21.4% | 27.8% | 23.6% |
| **Doctorate** | 0.0 | 0.0% | 0.4% | 0.6% |

**Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports**
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

**Core Academic Subject Areas**

| | | General Education | Special Education | Total |
|---|---|---|---|---|
| **Total Number of Teachers** | | 19 | 5 | 24 |
| **Total Number of Classes** | | 64 | 21 | 85 |
| **Number of Classes Taught by Highly Qualified Teachers** | Number | 64 | 21 | 85 |
| | Percent | 100.00% | 100.00% | 100.00% |
| **Number of Classes Taught by Not Highly Qualified Teachers** | Number | 0 | 0 | 0 |
| | Percent | 0.00% | 0.00% | 0.00% |

**Number of Core Academic Teachers Who Are Teaching on the Following Permits**

| | Number of Teachers | |
|---|---|---|
| | Elem (PK-6) | secondary (7-12) |
| **Emergency (for certified personnel)** | 0 | 0 |
| **Emergency (for uncertified personnel)** | 0 | 0 |
| **Non-renewable** | 0 | 0 |
| **Temporary Classroom Assignment** | 0 | 0 |
| **District Teaching** | 0 | 0 |
| **Temporary** | 0 | 0 |

**Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification**

| | Number of Teachers | |
|---|---|---|
| | General Education | Special Education |
| **Highly Qualified** | 0 | 0 |
| **Not Highly Qualified** | 0 | 0 |

Source: TEA Division of Federal and State Education Policy

**Part V:** Graduates Enrolled in Texas Institution of Higher Education (IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

**Part VI:** Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

**State Level: 2015 Percentages at NAEP Achievement Levels**

| Grade | Subject | Student Group | % Below Basic | % At or Above Basic | % At or Above Proficient | % At or Above Advanced |
|---|---|---|---|---|---|---|
| Grade 4 | Reading | Overall | 36 | 64 | 31 | 7 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 13 | 87 | 66 | 30 |
| | | Black | 49 | 51 | 17 | 2 |
| | | Hispanic | 44 | 56 | 22 | 3 |
| | | White | 18 | 82 | 50 | 13 |
| | | Students with Disabilities | 71 | 29 | 11 | 2 |
| | | English Language Learners | 59 | 41 | 12 | 2 |
| | | National School Lunch Program | 46 | 54 | 20 | 3 |
| | Mathematics | Overall | 14 | 86 | 44 | 8 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 3 | 97 | 82 | 36 |
| | | Black | 24 | 76 | 29 | 2 |
| | | Hispanic | 16 | 84 | 37 | 4 |
| | | White | 7 | 93 | 60 | 15 |
| | | Students with Disabilities | 41 | 59 | 18 | 2 |
| | | English Language Learners | 23 | 77 | 28 | 2 |
| | | National School Lunch Program | 19 | 81 | 30 | 2 |
| Grade 8 | Reading | Overall | 28 | 72 | 28 | 2 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 12 | 88 | 55 | 12 |
| | | Black | 38 | 62 | 19 | 2 |
| | | Hispanic | 35 | 65 | 19 | 1 |
| | | White | 14 | 86 | 43 | 4 |
| | | Students with Disabilities | 70 | 30 | 5 | n/a |
| | | English Language Learners | 71 | 29 | 2 | n/a |
| | | National School Lunch Program | 36 | 64 | 18 | 1 |
| | Mathematics | Overall | 25 | 75 | 32 | 7 |
| | | American Indian | n/a | n/a | n/a | n/a |
| | | Asian | 5 | 95 | 67 | 25 |
| | | Black | 43 | 57 | 16 | 2 |
| | | Hispanic | 31 | 69 | 23 | 4 |
| | | White | 12 | 88 | 48 | 12 |
| | | Students with Disabilities | 62 | 38 | 8 | 1 |
| | | English Language Learners | 60 | 40 | 6 | n/a |
| | | National School Lunch Program | 34 | 66 | 20 | 3 |

**State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students**

| Grade | Subject | Student Group | % |
|---|---|---|---|
| Grade 4 | Reading | Students with Disabilities | 72 |
| | | Limited English Proficient | 92 |
| | Mathematics | Students with Disabilities | 80 |
| | | Limited English Proficient | 95 |
| Grade 8 | Reading | Students with Disabilities | 81 |
| | | Limited English Proficient | 95 |
| | Mathematics | Students with Disabilities | 81 |
| | | Limited English Proficient | 90 |

Source: TEA Division of Student Assessment