

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

Campus Name: WILLIAMS EL

Campus ID: 227901166

District Name: AUSTIN 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	State		African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	2015	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
<b>Grade 3</b>																		
Reading	2016 72%	2015 74%	74%	<b>62%</b>	*	61%	50%	-	*	-	*	50%	63%	63%	69%	53%	-	
	2016 74%	2015 76%	76%	<b>72%</b>	*	73%	67%	-	-	-	*	*	70%	81%	79%	67%	-	
Mathematics	2016 74%	2015 74%	76%	<b>60%</b>	*	60%	50%	-	*	-	*	*	58%	50%	63%	56%	-	
	2016 74%	2015 75%	75%	<b>75%</b>	*	76%	78%	-	-	-	*	*	76%	88%	79%	72%	-	
<b>Grade 4</b>																		
Reading	2016 74%	2015 71%	74%	<b>71%</b>	*	73%	63%	-	*	-	*	46%	71%	79%	74%	69%	-	
	2016 71%	2015 73%	73%	<b>61%</b>	*	61%	60%	-	*	-	*	*	59%	75%	74%	51%	-	
Mathematics	2016 72%	2015 71%	73%	<b>70%</b>	*	70%	75%	-	*	-	*	54%	70%	86%	65%	74%	-	
	2016 71%	2015 73%	73%	<b>64%</b>	*	63%	80%	-	*	-	*	*	60%	75%	68%	60%	-	
Writing	2016 68%	2015 67%	71%	<b>85%</b>	*	85%	88%	-	*	-	*	64%	85%	93%	90%	81%	-	
	2016 67%	2015 69%	69%	<b>61%</b>	*	59%	80%	-	*	-	*	*	56%	58%	70%	53%	-	
<b>Grade 5</b>																		
Reading	2016 80%	2015 83%	82%	<b>77%</b>	*	72%	100%	-	-	-	-	50%	70%	50%	81%	73%	-	
	2016 83%	2015 85%	85%	<b>82%</b>	86%	80%	*	-	100%	-	*	47%	80%	70%	89%	75%	-	
Mathematics	2016 85%	2015 75%	86%	<b>78%</b>	*	78%	88%	-	-	-	-	41%	76%	70%	86%	72%	-	
	2016 75%	2015 78%	78%	<b>77%</b>	*	75%	*	-	100%	-	*	47%	74%	75%	87%	66%	-	
Science	2016 73%	2015 69%	75%	<b>57%</b>	*	56%	86%	-	-	-	-	33%	49%	*	59%	55%	-	
	2016 69%	2015 70%	70%	<b>62%</b>	*	57%	*	-	100%	-	*	58%	61%	55%	63%	61%	-	
<b>All Grades</b>																		
All Subjects	2016 74%	2015 73%	74%	<b>70%</b>	70%	69%	73%	-	100%	-	58%	46%	67%	67%	72%	67%	-	
	2016 73%	2015 73%	73%	<b>69%</b>	54%	68%	75%	-	96%	-	83%	43%	67%	72%	76%	63%	-	
Reading	2016 72%	2015 74%	72%	<b>70%</b>	100%	68%	68%	-	*	-	*	49%	68%	65%	74%	65%	-	
	2016 74%	2015 73%	73%	<b>72%</b>	67%	72%	67%	-	100%	-	86%	44%	70%	75%	82%	64%	-	
Mathematics	2016 75%	2015 73%	75%	<b>69%</b>	67%	69%	69%	-	*	-	*	45%	67%	68%	70%	68%	-	
	2016 73%	2015 72%	72%	<b>72%</b>	50%	72%	79%	-	100%	-	71%	41%	70%	79%	79%	66%	-	
Writing	2016 68%	2015 68%	68%	<b>85%</b>	*	85%	88%	-	*	-	*	64%	85%	93%	90%	81%	-	
	2016 68%	2015 66%	66%	<b>61%</b>	*	59%	80%	-	*	-	*	*	56%	58%	70%	53%	-	
Science	2016 77%	2015 75%	79%	<b>57%</b>	*	56%	86%	-	-	-	-	33%	49%	*	59%	55%	-	
	2016 75%	2015 76%	76%	<b>62%</b>	*	57%	*	-	100%	-	*	58%	61%	55%	63%	61%	-	

### STAAR Percent at Final Level II or Above

<b>All Grades</b>																		
All Subjects	2016	2015	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
All Subjects	2016 42%	2015 38%	46%	<b>32%</b>	39%	32%	36%	-	60%	-	8%	32%	30%	24%	31%	34%	-	
	2016 42%	2015 42%	42%	<b>30%</b>	14%	29%	25%	-	71%	-	56%	25%	29%	32%	35%	26%	-	
Reading	2016 42%	2015 40%	46%	<b>33%</b>	57%	32%	36%	-	*	-	*	31%	29%	25%	32%	35%	-	
	2016 42%	2015 44%	44%	<b>33%</b>	25%	31%	29%	-	75%	-	57%	23%	31%	29%	39%	27%	-	
Mathematics	2016 40%	2015 36%	44%	<b>31%</b>	33%	31%	31%	-	*	-	*	33%	32%	25%	30%	32%	-	
	2016 40%	2015 39%	39%	<b>33%</b>	17%	34%	21%	-	75%	-	43%	28%	31%	42%	35%	32%	-	
Writing	2016 39%	2015 31%	43%	<b>42%</b>	*	42%	50%	-	*	-	*	64%	40%	29%	41%	43%	-	
	2016 31%	2015 33%	33%	<b>20%</b>	*	16%	30%	-	*	-	*	*	21%	17%	30%	12%	-	
Science	2016 44%	2015 50%	50%	<b>24%</b>	*	24%	43%	-	-	-	-	11%	20%	*	17%	29%	-	

	2015	40%	45%	24%	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					*	22%	*	-	67%	-	*	32%	22%	25%	26%	23%	-

**STAAR Percent at Level III Advanced**

**All Grades**

All Subjects	2016	17%	21%	<b>11%</b>	9%	10%	21%	-	20%	-	0%	8%	11%	9%	10%	13%	-
	2015	14%	19%	<b>11%</b>	0%	10%	10%	-	54%	-	39%	8%	10%	7%	13%	10%	-
Reading	2016	16%	21%	<b>12%</b>	14%	11%	24%	-	*	-	*	6%	10%	10%	12%	13%	-
	2015	15%	21%	<b>17%</b>	0%	15%	21%	-	63%	-	43%	5%	16%	13%	23%	12%	-
Mathematics	2016	17%	21%	<b>12%</b>	11%	11%	19%	-	*	-	*	13%	13%	10%	9%	15%	-
	2015	14%	17%	<b>10%</b>	0%	9%	4%	-	63%	-	29%	10%	8%	6%	9%	11%	-
Writing	2016	14%	17%	<b>9%</b>	*	9%	13%	-	*	-	*	0%	9%	7%	10%	8%	-
	2015	8%	10%	<b>3%</b>	*	3%	0%	-	*	-	*	*	2%	0%	3%	2%	-
Science	2016	15%	20%	<b>9%</b>	*	7%	29%	-	-	-	-	6%	8%	*	3%	13%	-
	2015	14%	19%	<b>8%</b>	*	3%	*	-	50%	-	*	11%	5%	0%	9%	7%	-

**STAAR Participation (All Grades)**

All Tests	2016	99%	99%	<b>97%</b>	92%	97%	99%	-	100%	-	100%	93%	98%	100%	98%	97%	-
	2015	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	<b>95%</b>	78%	96%	96%	-	*	-	100%	85%	96%	100%	96%	95%	-
	2015	99%	98%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	<b>97%</b>	100%	97%	100%	-	*	-	100%	95%	98%	100%	98%	96%	-
	2015	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	<b>100%</b>	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	<b>99%</b>	100%	98%	100%	-	100%	-	100%	100%	98%	100%	97%	100%	-
Science	2016	99%	99%	<b>100%</b>	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	96%	<b>85%</b>	*	90%	*	-	-	-	*	85%	90%	100%	85%	86%	-	
% STAAR/EOC With No Accommodations	2016	13%	6%	<b>7%</b>	*	10%	*	-	-	-	*	7%	3%	0%	0%	11%	-	
% STAAR/EOC With Accommodations	2016	73%	80%	<b>56%</b>	*	61%	*	-	-	-	*	56%	61%	60%	69%	50%	-	
% STAAR Alternate2	2016	11%	10%	<b>22%</b>	*	19%	*	-	-	-	*	22%	26%	40%	15%	25%	-	
% of Non-Participants	2016	2%	4%	<b>15%</b>	*	10%	*	-	-	-	*	15%	10%	0%	15%	14%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	<b>95%</b>	*	94%	100%	-	-	-	*	95%	97%	100%	92%	97%	-	
% STAAR/EOC With No Accommodations	2016	12%	6%	<b>7%</b>	*	9%	0%	-	-	-	*	7%	3%	0%	0%	10%	-	
% STAAR/EOC With Accommodations	2016	75%	81%	<b>67%</b>	*	66%	80%	-	-	-	*	67%	68%	60%	77%	62%	-	
% STAAR Alternate2	2016	12%	11%	<b>21%</b>	*	19%	20%	-	-	-	*	21%	26%	40%	15%	24%	-	
% of Non-Participants	2016	1%	2%	<b>5%</b>	*	6%	0%	-	-	-	*	5%	3%	0%	8%	3%	-	

\*\* 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 Measurable 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) +	Total Met	Total Eligible	Percent of Eligible Measures Met	
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y	N	Y	4	5	80	
Mathematics	Y		Y						Y	N	Y	4	5	80	
Writing	Y		Y						Y			3	3	100	
Science	N		N						N			0	3	0	
Social Studies												0	0		
<b>Total</b>												<b>11</b>	<b>16</b>	<b>69</b>	
<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%				
Reading	Y		Y	Y					Y	N		Y	5	6	83
Mathematics	Y		Y	Y					Y	Y		Y	6	6	100
<b>Total</b>												<b>11</b>	<b>12</b>	<b>92</b>	
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met												0	0		
Reason Code ***															
<b>Total</b>												<b>0</b>	<b>0</b>		
<b>District: Met Federal Limits on Alternative Assessments</b>															
<b>Reading</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Mathematics</b>															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															
<b>Overall Total</b>												<b>22</b>	<b>28</b>	<b>79</b>	

+ 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)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory Standard	133	5	109	15	-	*	-	*	105	15	29	n/a
Total Tests	193	5	160	22	-	*	-	*	156	32	43	40
% at Level II Satisfactory Standard	69%	100%	68%	68%	-	*	-	*	67%	47%	67%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	137	*	113	16	-	*	-	*	108	16	30	n/a
Total Tests	198	*	162	23	-	*	-	*	159	37	43	40
% at Level II Satisfactory Standard	69%	*	70%	70%	-	*	-	*	68%	43%	70%	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	53	*	44	7	-	-	-	*	43	6	14	n/a
Total Tests	63	*	52	8	-	-	-	*	51	10	15	14
% at Level II Satisfactory Standard	84%	*	85%	88%	-	-	-	*	84%	60%	93%	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	36	*	30	**	-	-	-	-	22	5	5	n/a
Total Tests	65	*	54	**	-	-	-	-	47	17	11	*
% at Level II Satisfactory Standard	55%	*	56%	86%	-	-	-	-	47%	29%	45%	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	204	7	165	25	-	*	-	**	164	35	n/a	40
Total Students	214	9	172	26	-	*	-	**	171	41	n/a	40
Participation Rate	95%	78%	96%	96%	-	*	-	100%	96%	85%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	209	9	167	26	-	*	-	**	167	40	n/a	40
Total Students	215	9	173	26	-	*	-	**	171	42	n/a	40
Participation Rate	97%	100%	97%	100%	-	*	-	100%	98%	95%	n/a	100%

\* 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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
<b>Mathematics</b>												
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 ratings will 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 -----		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.4%	1.0%
<b>Bachelors</b>	25.9	69.7%	70.3%	74.7%
<b>Masters</b>	11.2	30.3%	28.6%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.7%	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	Special	Total
		Education	Education	
<b>Total Number of Teachers</b>		26	7	33
<b>Total Number of Classes</b>		26	7	33
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	26	7	33
	Percent	100.00%	100.00%	100.00%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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)
<b>Emergency (for certified personnel)</b>	1	0
<b>Emergency (for uncertified personnel)</b>	0	0
<b>Non-renewable</b>	0	0
<b>Temporary Classroom Assignment</b>	0	0
<b>District Teaching</b>	0	0
<b>Temporary</b>	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
<b>Highly Qualified</b>	0	0
<b>Not Highly Qualified</b>	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
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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
		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