# Texas Education Agency

## 2016-17 Federal Report Card for Texas Public Schools

**Campus Name:** LANIER H S  
**Campus ID:** 227901004  
**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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

<table>
<thead>
<tr>
<th>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>End of Course</strong></td>
</tr>
<tr>
<td><strong>English I</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>English II</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Algebra I</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>Biology</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>U.S. History</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

| **All Grades** |
|**STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)** |
| **All Subjects** | 2017 74% 74% 62% 60% 62% 64% * | 55% 71% 38% 62% 42% 66% 58% |
| | 2016 74% 74% 67% 67% 66% 68% * | 50% 82% 37% 66% 47% 69% 62% * |
| **Reading** | 2017 71% 71% 44% 37% 45% 57% | 27% 78% 23% 44% 21% 49% 40% |
| | 2016 72% 72% 51% 55% 51% 55% * | 29% 73% 25% 51% 29% 56% 47% * |
| **Mathematics** | 2017 78% 77% 68% 73% 68% 45% 75% * | 50% 86% 35% 68% 58% 69% 65% * |
| | 2016 75% 75% 67% 58% 69% 63% * | 50% 86% 35% 68% 58% 69% 65% * |
| **Science** | 2017 78% 78% 78% 75% 79% 77% * | 75% * |
| | 2016 77% 79% 84% 89% 84% 84% * | 55% 88% 51% 85% 68% 87% 82% |
| **Social Studies** | 2017 76% 77% 94% 91% 94% 100% * | 100% |
| | 2016 76% 76% 90% 89% 89% 91% * | 100% * |

| **STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)** |
| **All Grades** |
| **All Subjects** | 2017 44% 48% 33% 28% 33% 36% * | 32% |
| | 2016 42% 46% 32% 29% 31% 45% * | 30% |
| **Reading** | 2017 43% 47% 25% 15% 25% 37% * | 18% |
| | 2016 42% 46% 22% 21% 22% 34% * | 21% |
| **Mathematics** | 2017 45% 47% 26% 24% 27% 0% * | 25% |
| | 2016 40% 44% 26% 25% 25% 50% * | 25% |
| **Science** | 2017 48% 53% 42% 42% 43% 38% * | 38% |
| | 2016 44% 50% 45% 38% 46% 53% * | 18% |
| **Social Studies** | 2017 48% 53% 62% 61% 62% 75% * | 83% * |
| | 2016 45% 50% 55% 46% 55% 64% * | 78% * |

https://rptsrv1.tea.texas.gov/cgi/sas/broker/?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&...
This section provides the STAAR performance results for each subject area tested in the 2016-17 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.

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

<table>
<thead>
<tr>
<th>Performance Status - State</th>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>ELL (Current &amp; ELL Total Met)</th>
<th>Percent of Eligible Measures Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Target</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
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<td>60%</td>
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<td>N</td>
<td>N</td>
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<td>Mathematics</td>
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<td>Y</td>
<td>Y</td>
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**STAAR Participation (All Grades)**

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<tr>
<th>Tests</th>
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<th>2016</th>
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<td>Reading</td>
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<td>99%</td>
</tr>
<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
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<td>99%</td>
</tr>
<tr>
<td>Social Studies</td>
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**STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)**

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<th>Tests</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
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<td>99%</td>
</tr>
<tr>
<td>Science</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

**Notes:**
- **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.

https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&_p...
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<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Current &amp; ELL Monitored)</th>
<th>Total Eligible</th>
<th>Total</th>
<th>Percent of Measurable ELL</th>
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<td><strong>District: Met Federal Limits on Alternative Assessments</strong></td>
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<td>Reading</td>
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<td>100%</td>
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<tr>
<td><strong>Mathematics</strong></td>
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<td>100%</td>
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<td>Alternate 1%</td>
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<td>100%</td>
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<td>Total Federal Cap Limit</td>
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<td>34</td>
<td>43</td>
<td>79</td>
</tr>
</tbody>
</table>

**Performance 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 88.5%
- 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 91%

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.

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https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&...
Participation Rates

Reading: 2016-2017 Assessments

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Participating</td>
<td>1,364</td>
<td>103</td>
<td>1,194</td>
<td>34</td>
<td>-</td>
<td>24</td>
<td>-</td>
<td>9</td>
<td>1,209</td>
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<tr>
<td>Total Students</td>
<td>1,377</td>
<td>106</td>
<td>1,202</td>
<td>36</td>
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<td>-</td>
<td>9</td>
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<td>Participation Rate</td>
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<td>99%</td>
<td>94%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
</tr>
</tbody>
</table>

Mathematics: 2016-2017 Assessments

<table>
<thead>
<tr>
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<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Participating</td>
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<td>404</td>
<td>10</td>
<td>-</td>
<td>**</td>
<td>-</td>
<td>*</td>
<td>419</td>
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</tr>
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<td>Total Students</td>
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<td>**</td>
<td>-</td>
<td>*</td>
<td>424</td>
<td>62</td>
</tr>
<tr>
<td>Participation Rate</td>
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<td>100%</td>
<td>99%</td>
<td>100%</td>
<td>-</td>
<td>100%</td>
<td>-</td>
<td>*</td>
<td>99%</td>
<td>95%</td>
</tr>
</tbody>
</table>

* 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.

Federal Graduation Rates

4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Ever HS)</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
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<td>Number Graduated</td>
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<td>30</td>
<td>248</td>
<td>7</td>
<td>*</td>
<td>4</td>
<td>-</td>
<td>*</td>
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<tr>
<td>Total in Class</td>
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<td>6</td>
<td>-</td>
<td>*</td>
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<td>94</td>
</tr>
<tr>
<td>Graduation Rate</td>
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<td>96.8%</td>
<td>93.2%</td>
<td>87.5%</td>
<td>*</td>
<td>66.7%</td>
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<td>*</td>
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4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015

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<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Ever HS)</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Graduated</td>
<td>286</td>
<td>23</td>
<td>222</td>
<td>17</td>
<td>*</td>
<td>16</td>
<td>-</td>
<td>**</td>
<td>228</td>
<td>27</td>
<td>85</td>
</tr>
<tr>
<td>Total in Class</td>
<td>312</td>
<td>30</td>
<td>238</td>
<td>20</td>
<td>*</td>
<td>16</td>
<td>-</td>
<td>**</td>
<td>247</td>
<td>37</td>
<td>92</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>91.7%</td>
<td>76.7%</td>
<td>93.3%</td>
<td>85.0%</td>
<td>*</td>
<td>100.0%</td>
<td>-</td>
<td>100.0%</td>
<td>92.3%</td>
<td>73.0%</td>
<td>92.4%</td>
</tr>
</tbody>
</table>

5-year Extended Graduation Rate (Gr 9-12): Class of 2015

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Ever HS)</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Graduated</td>
<td>286</td>
<td>23</td>
<td>224</td>
<td>17</td>
<td>*</td>
<td>16</td>
<td>-</td>
<td>**</td>
<td>228</td>
<td>28</td>
<td>85</td>
</tr>
<tr>
<td>Total in Class</td>
<td>310</td>
<td>30</td>
<td>237</td>
<td>19</td>
<td>*</td>
<td>16</td>
<td>-</td>
<td>**</td>
<td>246</td>
<td>37</td>
<td>91</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>92.9%</td>
<td>76.7%</td>
<td>94.5%</td>
<td>89.5%</td>
<td>*</td>
<td>100.0%</td>
<td>-</td>
<td>100.0%</td>
<td>92.7%</td>
<td>75.7%</td>
<td>93.4%</td>
</tr>
</tbody>
</table>

District: Met Federal Limits on Alternative Assessments

Reading

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Proficient</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>All Students</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>Special Ed</th>
<th>ELL (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Proficient</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: N/A

Focus School Identification: No

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics 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.

High Performing School: No
High Progress School: No

Source: 2017 Accountability System Safeguards Report

https://rptsrv1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&_p...
Part IV: Teacher Quality Data

Part IV A: Percentage 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 percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor’s, master’s, and doctorate degrees.

<table>
<thead>
<tr>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Degree</td>
<td>2.0</td>
<td>0.7%</td>
</tr>
<tr>
<td>Bachelors</td>
<td>89.8</td>
<td>80.6%</td>
</tr>
<tr>
<td>Masters</td>
<td>25.2</td>
<td>18.1%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>1.0</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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.

Number of Core Academic Teachers Who Are Teaching on the Following Permits
Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

<table>
<thead>
<tr>
<th>Year Enrolled in Higher Education</th>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>38.9%</td>
<td>54.1%</td>
<td>56.1%</td>
</tr>
<tr>
<td>2013-14</td>
<td>30.4%</td>
<td>56.2%</td>
<td>57.5%</td>
</tr>
</tbody>
</table>

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
### General Grade and Subject-wise Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Asian</td>
<td>3</td>
<td>97</td>
<td>82</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black</td>
<td>24</td>
<td>76</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hispanic</td>
<td>16</td>
<td>84</td>
<td>37</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White</td>
<td>7</td>
<td>93</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students with Disabilities</td>
<td>41</td>
<td>59</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Learners</td>
<td>23</td>
<td>77</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National School Lunch Program</td>
<td>19</td>
<td>81</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Grade 8 Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Overall</td>
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<td>72</td>
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<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asian</td>
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<td>88</td>
<td>55</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black</td>
<td>38</td>
<td>62</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hispanic</td>
<td>35</td>
<td>65</td>
<td>19</td>
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<tr>
<td></td>
<td></td>
<td>White</td>
<td>14</td>
<td>86</td>
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<td></td>
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<td>Students with Disabilities</td>
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<td>30</td>
<td>5</td>
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<tr>
<td></td>
<td></td>
<td>English Language Learners</td>
<td>71</td>
<td>29</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>National School Lunch Program</td>
<td>36</td>
<td>64</td>
<td>18</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Overall</td>
<td>25</td>
<td>75</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td></td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
<td></td>
<td></td>
<td>Asian</td>
<td>5</td>
<td>95</td>
<td>67</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Black</td>
<td>43</td>
<td>57</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hispanic</td>
<td>31</td>
<td>69</td>
<td>23</td>
<td>4</td>
</tr>
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<td>88</td>
<td>48</td>
<td>12</td>
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<td>38</td>
<td>8</td>
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<tr>
<td></td>
<td></td>
<td>National School Lunch Program</td>
<td>34</td>
<td>66</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Student Group</th>
<th>% Below Basic</th>
<th>% At or Above Basic</th>
<th>% At or Above Proficient</th>
<th>% At or Above Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 4</td>
<td>Reading</td>
<td>Students with Disabilities</td>
<td>72</td>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Students with Disabilities</td>
<td>80</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>Reading</td>
<td>Students with Disabilities</td>
<td>81</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>Students with Disabilities</td>
<td>81</td>
<td>90</td>
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<td></td>
</tr>
</tbody>
</table>

Source: TEA Division of Student Assessment