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

Campus Name: MURCHISON MIDDLE Campus ID: 227901052 District Name: AUSTIN ISD

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);

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			All	African			American		Pacific	or More	Econ	Special	(Current and
			Students	American H	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ėduc	Former)
Academic Performance (At Meets	D !! (ELA	Baseline 2016-17	4.407	000/	070/	000/	400/	740/	450/	500/	000/	400/	000/
Grade Level or Above)	Reading/ELA	Rates 2017-18 through 2021-	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
		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%
		Baseline 2016-17										/-	
	Mathematics	Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		2017-18 through 2021-		040/	400/	500 /	450/	000/	500 /	E 40/	000/	000/	400/
		22 2022-23 through 2026-	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
		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 Baseline 2016-17	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress		Rates											41%
		2017-18 through 2021-											,0
		22											42%
		2022-23 through 2026-											4.40/
		27 2027-28 through 2031-											44%
		32											46%
Graduation Rate:4-Year Longitudinal		Baseline 2016-17											
Rate		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-	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
		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
- e. Chaddation Hade: 1 dead of addation 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%
	SOSS: College Career and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-00), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period

used by the State to determine consistent underperformance;
Student group achievement is monitored annually through the Closing the Gaps domain of the State accountability. Any campus that has one or more achievement gap(s) between individual student groups and the interim goals for three consecutive years will be identified as a consistently underperforming school.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement. Also, if a campus does not attain a 67 percent four-year graduation rate for the all students group, the campus is also automatically identified for comprehensive support and improvement. Additionally, any Title I campus identified for targeted support and improvement for three consecutive years is identified for comprehensive support and improvement the following school year.

TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017-18 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 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.

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		State	Distric	tCampus	sAmericar	Hispanio	cWhite							CWD	cwoi	D EL	Male	FemaleN	/ligrant	tHomeless		Military
																						,
STAAR Percen	t at Appro	aches	s Grade	e Level o	r Above																	
Grade 6																						
Reading	All	68%	69%	81%	39%	71%	89%	*	81%	*	90%	60%	87%	39%	85%	44%	82%	79%	-	*	-	*
	Students	0.50/	000/	000/	*	000/	470/		_		*	000/	400/	000/		_	500 /	_		_		
	CWD	35%		39%		30%	47%	*	000/	*		33%	43%	39%	-	470/	52%	0.40/	-		-	-
	CWOD		73%	85%	45%	78%	91%	•	86%	*	89%	66%	90%	-			85%	84%	-		-	•
	EL	42%	40%	44%	450/	44%		*	64%	*	-	43%	47%		47%		56%	28%	-		-	-
	Male	63%	65%	82% 79%	45%	78%	85%		90%		89%	67%	87%	52%	85%		82%	700/	-	*	-	*
	Female	1270	72%	1970		64%	93%	-	67%	-	91%	53%	88%		84%	28%	-	79%	-		-	
Mathematic	s All	76%	73%	84%	78%	69%	91%	*	90%	*	93%	66%	90%	48%	88%	E09/	82%	86%		71%		*
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	CWD	50%	44%	48%	*	29%	56%	_	*	_	*	41%	54%	48%	_	46%	50%	44%	_	*	_	_
	CWOD		77%	88%	80%	77%	93%	*	92%	*	92%	72%	93%		88%		86%	89%	_	*	_	*
	EL	61%	53%	59%	-	43%	75%	_	83%	*	JZ /0	53%	71%	46%	64%		59%	60%	_	*	_	_
	Male	76%		82%	64%	69%	88%	*	89%	*	83%	63%	88%	50%	86%		82%	-	_	*	_	*
	Female			86%	85%	70%	93%	_	92%	_	100%	68%	91%	44%		60%		86%	_	*	_	*
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Grade 7																						
Reading	All	73%	72%	83%	56%	67%	92%	-	87%	*	96%	60%	89%	46%	87%	44%	78%	88%	-	*	-	*
3	Students																					
	CWD	37%	37%	46%	*	32%	60%	_	-	_	*	*	50%	46%	-	*	54%	*	-	-	_	-
	CWOD		77%	87%	60%	73%	95%	-	87%	*	95%	64%	92%	-	87%	47%	82%	91%	-	*	-	*
	EL	44%	37%	44%	*	36%	*	-	50%	-	-	43%	45%	*	47%	44%	39%	50%	-	-	-	-
	Male	69%	68%	78%	*	61%	90%	-	79%	-	83%	55%	84%	54%	82%	39%	78%	-	-	*	-	*
	Female	79%	77%	88%	63%	74%	94%	-	93%	*	100%	66%	93%	*	91%	50%	-	88%	-	*	-	*
Mathematic	s All	71%	58%	61%	*	58%	64%	-	80%	*	67%	52%	67%	40%	66%	50%	58%	65%	-	*	-	*
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	CWD	42%	37%	40%	*	35%	50%	-	-	-	*	*	42%	40%	-	*	46%	*	-	-	-	-
	CWOD	75%	62%	66%	*	65%	67%	-	80%	*	71%	55%	73%	-	66%	56%	62%	69%	-	*	-	*
	EL	52%	38%	50%	*	50%	*	-	64%	-	-	45%	60%	*	56%	50%	53%	46%	-	-	-	-
	Male	69%	56%	58%	*	56%	52%	-	75%	-	83%	55%	60%	46%	62%		58%	-	-	*	-	*
	Female	73%	59%	65%	*	61%	74%	-	77%	*	*	48%	74%	*	69%	46%	-	65%	-	*	-	*
Grade 8																						
Reading	All	85%	85%	92%	77%	88%	96%	-	97%	-	96%	81%	96%	52%	96%	56%	91%	94%	-	*	-	*
	Students					*			*													
	CWD	49%	50%	52%	*		63%	-		-	-	33%	67%	52%	-	*	54%	*	-	*	-	*
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	EL	58%	58%	56%	-	53%		-	050/	-	4000/	50%	67%		70%		50%	62%	-		-	-
	Male	82%	82%	91%	83%	82%	94%	-	95%	-	100%	80%	94%	54% *	95%		91%	0.40/	-	*	-	
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Mathematic	s All	85%	83%	86%	58%	77%	92%		93%	_	83%	65%	92%	46%	90%	43%	050/	86%		*		*
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	CWD	53%	48%	46%	*	*	56%		*			*	67%	46%		*	50%	*		*		*
	CWOD		88%	89%	67%	80%	94%	_	93%	_	83%	72%	93%		89%	54%	89%	88%	_	*	_	_
	EL	73%	62%	43%	-	40%	*	_	*	_	-	40%	50%	*	54%			60%	_	*	_	_
	Male	82%	81%	85%	56%	75%	91%	_	92%	_	91%	60%	91%	50%	89%	*	85%	-	_	*	_	*
	Female			86%	60%	78%	92%	_	94%	_	75%	68%	92%	*	88%	60%		86%	_	*	_	_
Science	All	75%	74%	85%	74%	75%	90%	_	91%	_	92%	65%	91%	49%	88%	34%	86%	84%	_	*	_	*
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	CWD	39%	37%	49%	*	38%	56%	_	*	_	_	31%	63%	49%	-	*	52%	*	-	*	_	*
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	EL	46%	42%	34%	-	30%	*	-	*	-	-	35%	*	*		34%		43%	-	*	-	-
	Male	74%	72%	86%	92%	72%	92%	-	90%	-	83%	66%	92%	52%	90%	*	86%	-	-	*	-	*
	Female			84%	55%	77%	89%	-	93%	-	93%	64%	91%	*		43%		84%	-	*	-	-
End of Course	е																					
Algebra I	All	82%	88%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	*	100%	*	100%	100%	-	-	-	-
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	Male	78%		100%	*	100%	100%		100%			100%			100%		100%		-	-	-	-
	Female	87%	91%	100%	*	100%	100%	-	100%	-	100%	100%	100%	-	100%	-	-	100%	-	-	-	-

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CIVID 23% 23% 28% * * * * * * * * * * * * * * * * * *	Science		50%	53%	66%	43%	43%	78%	-	80%	-	85%	34%	76%	26%	69%	10%	67%	64%	-	*	-	*
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Science	All	79%	79%	85%	74%	75%	90%	-	91%	-	92%	65%	91%	49%	88%	34%	86%	84%	-	*	-	*
	Students																					
		48%	51%	49%	*	38%	56%	-	*	-	-	31%	63%	49%	-	*	52%	*	-	*	-	*
	CWOD		83%	88%	83%	79%	93%	-	91%	-	92%	71%	93%	-	88%			86%	-	*	-	-
	EL Male	58% 78%	59% 79%	34% 86%	92%	30% 72%	92%	-	90%	-	83%	35% 66%	92%	52%	41% 90%	34%	86%	43%	-	*	-	*
	Female			84%	55%	77%	89%	-	93%	-	93%	64%	91%	32 /0 *	86%			84%	_	*	_	-
		- 5 /0	2070	/ 0	3070	/0	20 /0		/0		- 0 /0	/0	/0		-070	. 5 70						
		_																				
STAAR Percent	at Meets	Grad	e Level	or Above	е																	
All Grades All Subjects	All	47%	51%	60%	28%	42%	72%	*	72%	*	68%	32%	69%	20%	64%	10%	50%	62%	_	13%	_	27%
All Subjects	Students	-1 / / 0	J 1 /0	OU /0	20 /0	→∠ /0	1 4 /0		1 2 /0		00 /0	JE /0	03/0	20 /0	U -1 /0	13/0	JJ /0	UZ /0	-	10 /0	-	∠ı /0
	CWD	23%	25%	20%	19%	9%	26%	-	46%	-	38%	13%	24%	20%	-	14%	25%	7%	-	20%	-	*
	CWOD	50%	55%	64%	30%	47%	75%	*	73%	*	69%	36%	72%	-	64%	20%	63%	65%	-	10%	-	33%
	EL	26%	27%	19%	*	13%	21%	-	32%	*	-	19%	20%	14%	20%	19%	20%	18%	-	*	-	-

											or		Non									
					African			American		Pacific											Foste	
			Distric		Americar	nHispani	cWhite	Indian		Islandei	rRaces	Disadv	Disad	vCWD	CMO) EL	Male	Female	Migran	tHomeles	s Care	Military
	Male	45%	49%	59%	32%	39%	70%	*	69%	*	66%	31%	67%	25%	63%	20%	59%	-	-	18%	-	36%
	Female	50%	53%	62%	25%	45%	73%	-	76%	*	68%	34%	71%	7%	65%	18%	, -	62%	-	11%	-	*
Reading	All	46%	51%	64%	34%	47%	75%	*	69%	*	68%	34%	72%	21%	68%	17%	59%	68%	_	15%	_	*
	Students								0070		0070				0070	,	, 00 ,0			.070		
	CWD	22%	24%	21%	*	12%	27%	-	*	-	*	15%	25%	21%	-	20%	28%	6%	-	*	-	*
	CWOD	48%	54%	68%	38%	53%	78%	*	69%	*	68%	38%	76%	-	68%	17%	64%	71%	-	*	-	*
	EL	21%	23%	17%	*	17%	13%	-	22%	*	-	14%	23%	20%	17%	17%	17%	18%	-	*	-	-
	Male	41%	47%	59%	40%	42%	70%	*	66%	*	67%	31%	68%	28%	64%	17%	59%	-	-	*	-	*
	Female	50%	55%	68%	29%	53%	80%	-	72%	*	68%	37%	77%	6%	71%	18%	-	68%	-	*	-	*
Mathematics	: All	48%	51%	55%	16%	37%	66%	*	73%	*	62%	30%	63%	16%	59%	23%	55%	56%	_	15%	_	43%
	Students	.0,0	0.70	5576	.070	0. 70	0070		. 0 / 0		0270	0070	0070	. 0 , 0	0070	_0,0	, 00,0	0070		.070		.070
	CWD	26%	26%	16%	*	8%	23%	-	*	-	*	13%	19%	16%	-	14%	21%	6%	-	*	-	*
	CWOD	51%	55%	59%	17%	42%	69%	*	74%	*	64%	33%	66%	_	59%	25%	60%	59%	-	*	-	50%
	EL	33%	34%	23%	*	15%	22%	_	43%	*	_	26%	16%	14%			26%	19%	_	*	_	-
	Male	47%	51%	55%	17%	37%	65%	*	69%	*	60%	30%	62%	21%	60%		55%	-	_	*	_	*
	Female		51%	56%	16%	37%	67%	-	76%	*	63%	30%	64%	6%	59%	19%		56%	-	*	-	*
Science	All	49%	53%	66%	43%	43%	78%	_	80%	_	85%	34%	76%	26%	60%	10%	67%	64%		*		*
Ocience	Students	7370	JJ /0	00 /8	4370	4570	1070	_	00 /0	_	00 /0	J -1 /0	1070	2070	0370	10 /0	01 /0	0470	_		_	
	CWD	23%	25%	26%	*	8%	31%	-	*	-	-	6%	42%	26%	-	*	28%	*	-	*	-	*
	CWOD	52%	57%	69%	44%	46%	82%	-	79%	-	85%	39%	78%	_	69%	14%	72%	67%	-	*	-	-
	EL	21%	22%	10%	_	0%	*	_	*	_	_	5%	*	*	14%	10%		14%	_	*	_	_
	Male	50%		67%	50%	36%	82%	_	76%	_	83%	30%	78%	28%	72%	*	67%	-	_	*	_	*
	Female			64%	36%	48%	74%	-	86%	-	80%	38%	74%	*	67%	14%		64%	-	*	-	-
All Grades All Subjects	All	21%	25%	35%	14%	20%	43%	*	44%	*	43%	12%	42%	6%	37%	5%	33%	36%	-	7%	-	7%
	Students	00/	00/	C 0/	00/	20/	C0/		220/		120/	5 0/	C0/	C0/		00/	70/	20/		200/		*
	CWD	8%	9% 27%	6% 37%	0% 17%	3% 22%	6% 46%	*	23% 45%	*	13% 45%	5% 14%	6% 44%	6%	37%	8%	7% 37%	2% 38%	-	20% 0%	-	8%
		9%	10%		1 / 70					*	45%	4%	6%	8%					-	U 70 *	-	070
	EL			5% 33%	470/	4%	5% 42%	*	8%	*	38%		39%		4%	5%		5%	-		-	9%
	Male	20%	24%		17%	17%			44%	*		13%		7%	37%	5%	33%		-	18%	-	9%
	Female	22%	26%	36%	12%	22%	45%	-	43%	-	48%	12%	44%	2%	38%	5%	-	36%	-	0%	-	-
Reading	All Students	19%	25%	39%	20%	23%	49%	*	42%	*	44%	16%	46%	6%	42%	4%	34%	44%	-	8%	-	*
	CWD	7%	8%	6%	*	4%	4%	-	*	-	*	6%	6%	6%	-	10%	9%	0%	-	*	-	*
	CWOD	20%	27%	42%	23%	26%	53%	*	42%	*	45%	18%	49%	-	42%	2%	38%	46%	-	*	-	*
	EL	7%	8%	4%	*	5%	0%	-	4%	*	-	4%	3%	10%	2%	4%	3%	4%	-	*	-	-
	Male	16%	22%	34%	23%	20%	43%	*	39%	*	36%	15%	40%	9%	38%	3%	34%	-	-	*	-	*
	Female	22%	28%	44%	16%	27%	56%	-	44%	*	53%	17%	52%	0%	46%	4%	-	44%	-	*	-	*
Mathematics	s All Students	23%	25%	29%	8%	16%	35%	*	40%	*	38%	9%	35%	5%	31%	6%	29%	28%	-	8%	-	0%
	CWD	10%	10%	5%	*	4%	6%	_	*	_	*	6%	4%	5%	_	9%	6%	3%	_	*	_	*
	CWOD		27%	31%	9%	18%	37%	*	41%	*	40%	9%	37%	-	31%	6%		30%		*		0%
	EL	13%	14%	6%	*	3%	6%		14%	*	40 /0	6%	8%	9%	6%	6%		6%		*		0 70
		23%	25%	29%	10%	13%	37%	*	44%	*	33%	10%	35%	6%	32%			0 /0	-	*	-	*
	Male Female		24%	28%	6%	19%	33%	-	36%	*	42%	8%	35%	3%	30%	6%	29%	28%	-	*	-	*
Coionoo	ΔII	22%	260/	400/	170/	200/	E00/		620/		E00/	120/	400/	60/	440/	20/	120/	200/		*		*
Science	All Students		26%	40%	17%	20%	50%	-	63%	-	58%	13%	49%	6%	44%	3%	43%	38%	-		-	**
	CWD	7%	8%	6%	*	0%	13%	-	*	-		0%	11%	6%	-	*	4%	*	-	*	-	*
	CWOD		29%	44%	22%	22%	54%	-	65%	-	58%	16%	52%	-	44%	5%	48%	39%	-	*	-	-
	EL	5%	6%	3%	-	0%	*	-	*	-		0%	*	*	5%	3%	*	0%	-	*	-	-
	Male	23%		43%	17%	21%	52%	-	62%	-	58%	16%	51%	4%	48%	*	43%	-	-	*	-	*
	Eomolo	210/	250/	200/	100/	100/	400/		6/10/		E20/	110/	100/	*	200/-	O0/-		200/		*		

Two

25%

Part (iii): Academic Growth and Graduation Rate

Female 21%

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	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	70	70	63	73	*	75	*	75	62	54	64
CWD	54	75	44	61	-	*	-	*	50	54	47
CWOD	72	69	66	74	*	77	*	75	64	-	68
EL	64	*	55	100	-	72	*	-	59	47	64
Male	66	78	58	68	*	75	*	75	59	59	60
Female	75	63	69	79	-	76	*	75	65	43	69
Mathematics											
All Students	68	63	63	68	*	77	*	75	62	50	65
CWD	50	*	47	52	-	*	-	*	54	50	45
CWOD	69	65	66	69	*	77	*	78	64	-	70
EL	65	*	58	88	-	78	*	_	63	45	65
Male	66	62	60	66	*	78	*	82	63	48	62

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

Indicates zero observations reported for this group.

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
Female	69	63	66	70	-	76	*	68	62	54	69

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 Grad	duation Rate	(Gr 9-12):	Class of 20	17									
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- '*' 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
115	37	32%

- '*' 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.

Student Success (Student Achie			Hispanic e: STAAR C	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	60	35	45	69	*	69	*	68	36	24	24
School Quality (College, Career	, and Military	/ Readines	s Performa	nce)							
%Students meeting CCMR	_	-	-	-	_	-	-	-	-	-	-

- 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	African American	Llianania	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disady	CWD	EL+
STAAR Performance Status	Students	American	пізрапіс	vviiite	mulan	ASIAII	isianuer	Races	Disauv	CVVD	EL T
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ	Υ	Υ	Υ		N		Υ	Υ	Υ	Υ
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ	N	Υ	Υ		N		Υ	N	N	Υ
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ	N	N	Υ		N		N	N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N		N		N	N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ	N	N	Υ		N		Υ	N	N	Υ
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ	N	N	Υ		N		Υ	N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N		N		N	N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N		N		N	N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)	42%
Target Met	Υ
Interim Goals (2023-2027)	44%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Target Met Interim Goals (2028-2032) Target Met Long-Term Goals Target Met			·								Y 46% Y 46% Y
Federal Graduation Status											
Interim Goals (2018-2022) Target Met	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027) Target Met	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Interim Goals (2028-2032) Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Long-Term Goals Target Met	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^{&#}x27;+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current). Blank cells above represent student group indicators that do not meet the minimum size criteria.

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.

Participation Participatio				African		180 %	American		Pacific	Two or More	Econ	Non Econ	01475					
All Students	Participation Rat	e	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
CWO 98% 100% 88% 99% 85% 100% 99% 99% 99% 99% 99% 99% 98% 99%	r untidipation real	•																
CWO 99%	All Subjects						*		*					99%				-
Reading All Students 99%							-							-				-
Male				98%			*		*									-
Reading All Students 95% 100% 95				070/			-		*									-
Reading All Students 98%																		-
CWID 97% 100% 98% 98% 98% 99% - 83% - * * 100% 98% 99% - 99% 98% 99% 99% 99% - 99%		Terriale	30 /8	100 /0	30 /0	30 /0	_	30 /0		10070	30 /0	3370	33 /0	3370	100 /0	_	30 /0	_
CWOD 99% 98% 98% 99% 100%	Reading						*		*	98%				99%				-
ELL 100% 1							-			*								-
Mathematics Maile 93% 97% 99% 99% 99% - 99% - 99% 99% 99% 100% 99% 100% 99% - 98% - 100% 99% 99% 100% 99% 100% 99% -							*			97%								-
Mathematics							-			-							100%	-
Mathematics All Students S9% 99%							*										-	-
CWO		Female	98%	100%	98%	98%	-	98%	•	100%	98%	98%	95%	98%	100%	-	98%	-
CWO	Mathematics	All Students	99%	98%	99%	99%	*	99%	*	96%	98%	99%	98%	99%	100%	99%	99%	-
Female 100% * 100% 100% * 100% * 100% * 100% 100			98%		98%		-		-	*	100%		98%				95%	-
Male		CWOD	99%	98%	99%	99%	*	100%	*	96%	98%	99%	-	99%	100%	99%	99%	-
Female 99% 100% 98% 99% - 98% * 100% 99% 99% 99% 100% 99% 99% -		EL	100%	*	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	100%	-
Science All Students 98% 100% 99% 99% 09% 09% 09% 09% 09% 09% 00							*		*							99%	-	-
CWD		Female	99%	100%	98%	99%	-	98%	*	100%	99%	99%	95%	99%	100%	-	99%	-
CWD	Science	All Students	98%	100%	99%	99%	_	97%	_	96%	98%	98%	100%	98%	100%	99%	98%	_
EL							_	*	-	-								-
Male 99% 100% 98% 100% 98% 100% 99% 7 95% 7 95% 7 92% 98% 98% 100% 98% 100% 99% 7 7 7 7 7 7 7 7 7		CWOD	98%	100%	98%	98%	-	97%	-	96%	98%	98%	-	98%	100%	98%	98%	-
Female Non-Participation Rate Non-Partic		EL	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
All Subjects		Male	99%	100%	98%	100%	-	95%	-	92%	98%	99%	100%	98%	100%	99%	-	-
All Subjects All Students CWD 2% 0% 0% 1% 2% 1% 1% 1% 1% 2% 1% 1% 1			98%	100%	99%	97%	-	100%	-	100%	98%	98%	100%	98%	100%	-	98%	-
CWD 2% 0% 2% 1% - 15% - 0% 0% 3% 2% - 0% 1% 5% - CWOD 1% 2% 2% 1% 1% 1% * 3% 2% 1% - 11% 0% 1% 1% 1% - EL 0% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Non-Participation	n Rate																
CWD 2% 0% 2% 1% - 15% - 0% 0% 3% 2% - 0% 1% 5% - CWOD 1% 2% 2% 1% 1% 1% * 3% 2% 1% - 11% 0% 1% 1% 1% - EL 0% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	All Subjects	All Students	1%	1%	2%	1%	*	1%	*	3%	2%	1%	2%	1%	0%	1%	2%	_
CWOD 1% 2% 2% 1% 1% * 1% * 3% 2% 1% - 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	,						_		-									-
Male		CWOD		2%	2%	1%	*	1%	*	3%	2%	1%	-	1%	0%	1%	1%	-
Reading All Students 2% 2% 2% 2% 1% * 2% * 2% 2% 1% 5% 1% 0% - 2% -		EL	0%	*	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
Reading All Students 2% 2% 2% 1% * 2% * 2% 2% 1% 3% 1% 0% 2% - 0% 1% 5% - 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0		Male	1%	3%	1%	1%	*	1%	*	6%	2%	1%	1%	1%	0%	1%	-	-
CWD 3% 0% 2% 2% - 17% - * 0% 4% 3% - 0% 1% 5% - CWOD 1% 2% 2% 1% * 11% * 3% 3% 1% - 0% 0% 1% 5% - EL 0% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%		Female	2%	0%	2%	2%	-	2%	*	0%	2%	1%	5%	1%	0%	-	2%	-
CWD 3% 0% 2% 2% - 17% - * 0% 4% 3% - 0% 1% 5% - CWOD 1% 2% 2% 1% * 11% * 3% 3% 1% - 0% 0% 1% 5% - EL 0% * 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Reading	All Students	2%	2%	2%	1%	*	2%	*	2%	2%	1%	3%	1%	0%	1%	2%	_
CWOD 1% 2% 2% 1% * 1% * 1% * 3% 3% 1% - 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	. todag						_		_	*								_
Male Female 1% 3% 1% 1% 1% 2% 2% - 2% * 5% 2% 1% 1% 1% 1% 0% 1% 2% - 2% * 0% 2% 2% 5% 2% 0% - 2% - 2% Mathematics CWD All Students 2% 0% 2% 0% - 17% - * 0% 3% 2% - 0% 0% 0% 5% CWOD 1% 2% 1% 1% 1% 1% * 0% * 4% 2% 1% - 0% 0% 5% CWOD 1% 2% 1% 1% 1% 1% * 0% * 4% 2% 1% - 1% 0% 1% 1% 1% EL 0% * 0% 2% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%							*		*	3%				1%				-
Mathematics All Students 1% 2% 1% 1% 2% 2% 2% 2%		EL	0%	*	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%	0%	-
Mathematics All Students 1% 2% 1% 1% * 4% 2% 1% 2% 1% 1% - CWD 2% 0% 2% 0% - 17% - * 0% 3% 2% - 0% 5% - CWOD 1% 2% 1% 1% 2% 1% - 1% 0% 1% 1% - - 0% 0% 2% - 0% 0% 5% - - 0% 0% 1% 1% 1% - - 1% 0% 1% 1% - - 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 1% - - - 0% 1% 0% 1% - - - 0% 1% 0% 0% 1% <td></td> <td>Male</td> <td>1%</td> <td>3%</td> <td>1%</td> <td>1%</td> <td>*</td> <td>2%</td> <td>*</td> <td>5%</td> <td>2%</td> <td>1%</td> <td>1%</td> <td>1%</td> <td>0%</td> <td>1%</td> <td>-</td> <td>-</td>		Male	1%	3%	1%	1%	*	2%	*	5%	2%	1%	1%	1%	0%	1%	-	-
CWD 2% 0% 2% 0% - 17% - * 0% 3% 2% - 0% 0% 5% - CWOD 1% 2% 1% 1% * 09% * 4% 2% 1% - 1% 0% 0% 1% 1% - EL 0% * 0% 0% 0 0% 0 0% 0 0% 0 0% 0 0% 0		Female	2%	0%	2%	2%	-	2%	*	0%	2%	2%	5%	2%	0%	-	2%	-
CWD 2% 0% 2% 0% - 17% - * 0% 3% 2% - 0% 0% 5% - CWOD 1% 2% 1% 1% * 09% * 4% 2% 1% - 1% 0% 0% 1% 1% - EL 0% * 0% 0% 0 0% 0 0% 0 0% 0 0% 0 0% 0	Mathematics	All Studente	1%	2%	1%	1%	*	1%	*	10%	2%	1%	2%	1%	0%	1%	1%	
CWOD 1% 2% 1% 1% * 0% * 4% 2% 1% - 1% 0% 1% 1% - 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Mathematics						_		_									-
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Male Female 1% 1% 3% 1% 1% 1% * 0% * 7% 2% 1% 0% 1% 0% 1% 0% 1 % 0				*			_		*	-			0%					-
Female 1% 0% 2% 1% - 2% * 0% 1% 5% 1% 0% - 1% - Science All Students 2% 0% 1% 1% - 3% - 4% 2% 2% 0% 1% 2% - CWD 0% 0% 0% 0% - * - - 0% 0% - 0% <				3%			*		*	7%							-	-
CWD 0% 0% 0% 0% - * - 0% 0% 0% - 0% 0% 0% - 0% 0% 0% - 0% 0% - 0% 0% 0% - 0% 0% 0% 0% - 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%			- , -	- , ,			-		*				- , -		- , -		1%	-
CWD 0% 0% 0% 0% - * - 0% 0% 0% - 0% 0% 0% - 0% 0% 0% - 0% 0% 0% - 0% 0% 0% - 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%	Saionas	All Ctudonto	20/	00/	10/	10/		20/		40/	20/	20/	00/	20/	00/	10/	20/	
CWOD 2% 0% 2% 2% - 3% - 4% 2% 2% - 2% 0% 2% 2% - EL 0% - 0% 0% 0 - * - 0% 0% 0% 0% 0% 0% 0% 0% - Male 1% 0% 2% 0% - 5% - 8% 2% 1% 0% 2% 0% 1%	Science						-		-									-
EL 0% - 0% 0% - * 0% 0% 0% 0% 0% 0% 0%							-	3%	-				-					-
Male 1% 0% 2% 0% - 5% - 8% 2% 1% 0% 2% 0% 1%				-			_		_				0%		- , -			_
				0%			_	5%	_								-	_
							-		-							-	2%	-

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	African	Hispania	18/b:40	Indian or Alaska	Anion	Pacific	Two or More	FI	Students with	Students with Disabilities
Students Without Disabilities		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	(Section 504)
In-School Suspensions												
iii Conoci Caopendiono	Male	88	11	35	29	*	5	*	8	11		
	Female	50	11	23	14	*	*	*	*	11		
	Total	138	22	58	43	*	5	*	10	22		
Out-of-School Suspensions	Total	100		00	10		Ŭ		10			
out of concer cuspensions	Male	30	*	16	8	*	*	*	*	*		
	Female	15	*	7	*	*	*	*	*	*		
	Total	45	*	23	10	*	*	*	6	6		
Expulsions												
With Educational Services	Male	14	*	5	5	*	*	*	*	*		
	Female	6	*	*	*	*	*	*	*	*		
	Total	20	*	7	5	*	*	*	*	*		
Without Educational Services	Male	*	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	*	*	*	*	*	*	*	*	*		
Under Zero Tolerance Policies	Male	6	*	*	*	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	6	*	*	*	*	*	*	*	*		
School-Related Arrests		ŭ										
2011001 1 (010100 7 1110010	Male	12	*	5	5	*	*	*	*	*		
	Female	*	*	*	*	*	*	*	*	*		
	Total	12	*	5	5	*	*	*	*	*		
Referrals to Law Enforcement				ŭ	ŭ							
Notorialo to Law Emorodinant	Male	34	*	14	14	*	*	*	*	5		
	Female	11	*	5	*	*	*	*	*	*		
	Total	45	*	19	16	*	*	*	*	7		
Students With Disabilities					.0					·		
In-School Suspensions				_								
	Male	19	*	5	8	*	*	*	*	*		20
	Female	6	*			*	*	*	*	*		5
	Total	25	*	7	8	*	*	*	*	*		25
Out-of-School Suspensions			*	_				*				*
	Male	21	*	7	10	*	*	*	*	*		*
	Female	*	*	*	*	*	*	*	*	*		
	Total	23	*	7	10	*	*	*	*	*		8
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	6	*	*	*	*	*	*	*	*		*
	Female		*	*	*	*	*	*	*	*		*
	Total	8	*	*	*	*	*	*	*	*		*
All Students												
Chronic Absenteeism			-							_		_
	Male	46	5	17	20	*	*	*	*	8	11	5
	Female	55	8	20	23	*	*	*	*	5	5	5
	Total	101	13	37	43	*	*	*	•	13	16	10

	iotai
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	61
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	9

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

^{...}

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.

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

Low Poverty

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 15.0	Percent 16.1%
Teachers Teaching with Emergency or Provisional Credentials	0.5	0.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the	2.1	2.3%

'-' 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
6,019	1%	104	2%	-	-
6,020	1%	104	2%	-	-
6,061	1%	102	2%	-	-
6,056	1%	102	2%	-	-
	6,019 6,020 6,061	Number of ALT2 Rate of ALT2 6,019 1% 6,020 1% 6,061 1%	Number of ALT2 Rate of ALT2 Number of ALT2 6,019 1% 104 6,020 1% 104 6,061 1% 102	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 6,019 1% 104 2% 6,020 1% 104 2% 6,061 1% 102 2%	Number of ALT2 Rate of ALT2 Number of ALT2 Rate of ALT2 Number of ALT2 6,019 1% 104 2% - 6,020 1% 104 2% - 6,061 1% 102 2% -

Grade 5

Reading	State Number of ALT2 6,162	State Rate of ALT2 2%	District Number of ALT2 103	District Rate of ALT2 2%	Campus Number of ALT2 -	Campus Rate of ALT2 -
Mathematics	6,160	1%	103	2%	-	-
Science	6,164	1%	103	2%	-	-
Grade 6 Reading	5,678	1%	96	2%	7	1%
Mathematics	5,677	1%	96	2%	7	2%
Grade 7 Reading	5,298	1%	73	1%	*	*
Mathematics	5,294	1%	73	2%	*	*
Grade 8 Reading	5,088	1%	61	1%	*	*
Mathematics	5,087	2%	61	1%	*	*
Science	5,087	1%	61	1%	*	*
End of Course English I	4,868	1%	71	1%	-	-
English II	4,556	1%	78	1%	-	-
Algebra I	4,884	1%	68	1%	-	-
Biology	4,861	1%	72	1%	-	-
All Grades All Subjects	99,020	1%	1,531	1%	26	1%
Reading	43,730	1%	688	1%	12	1%
Mathematics	39,178	1%	607	2%	12	1%
Science	16,112	1%	236	1%	*	*

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

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

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

State Level: 2017 Percentages at NAEP Achievement Levels

			% Belo	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abov	ve Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	40	32	32	31	23	27	5	9
	-	Black	44	49	34	31	19	17	3	3
		Hispanic	49	46	31	32	16	19	3	4
		White	21	22	34	32	35	34	10	13
		American Indian	*	52	*	28	*	17	*	3
		Asian	16	16	23	25	42	37	19	22
		Pacific Islander	*	42	*	31	*	23	*	4
		Two or More Races	33	27	29	31	29	30	8	11
		Econ Disadv	50	46	32	32	16	18	2	3
		Students with Disabilities	70	68	20	20	9	10	1	2
		English Language Learners	63	68	25	23	11	8	1	1
	Mathematics	Overall	18	20	40	39	33	32	8	8
		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

^{&#}x27;-' Indicates zero observations reported for this group.

			% Belov	w Basic	% At or Al	oove Basic	% At or Abo	ve Proficient	% At or Abov	e Advanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
	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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 81 94
	Mathematics	Students with Disabilities Limited English Proficient	79 94
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 94
	Mathematics	Students with Disabilities Limited English Proficient	82 96

^{&#}x27;*' Indicates reporting standards not met.

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.

Texas Education Agency | Academics | Performance Reporting

December 2018

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.