Texas Education Agency

Print this report

2018-19 Federal Report Card for Texas Public Schools

Campus Name: VEGA H S Campus ID: 180902001 District Name: VEGA ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

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 assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the 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);

State ESSA Goals

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Reading Performance At Meets Grade Level or Above Reading Elange Elang			All	African			American		Pacific		Econ	Special	•
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2017-18 through 2021-22	Academic Perfo	rmance (At Meets Grade Leve	l or Above)										
2022-23 through 2026-27 52% 42% 46% 66% 51% 78% 53% 62% 43% 31% 39%	Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Mathematics Baseline 2016-17 Rates 2027-28 through 2021-22 2032-33 72% 66% 69% 80% 72% 87% 73% 78% 67% 60% 65% 65% 82% 2032-33 72% 66% 69% 80% 72% 87% 73% 78% 67% 60% 65% 65% 65% 82% 50% 54% 36% 23% 40% 62% 2017-18 through 2021-22 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 2022-23 through 2021-22 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 40% 2022-23 through 2021-22 46% 41% 49% 65% 53% 85% 57% 61% 45% 34% 49% 49% 2027-28 through 2031-32 63% 54% 59% 73% 63% 88% 66% 69% 57% 48% 59% 2032-33 73% 66% 70% 80% 73% 91% 75% 77% 68% 62% 70%		2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Mathematics Baseline 2016-17 Rates 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 40% 2017-18 through 2021-22 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 40% 2022-23 through 2026-27 54% 41% 49% 65% 53% 85% 57% 61% 45% 34% 49% 49% 2027-28 through 2031-32 63% 54% 59% 73% 63% 88% 66% 69% 57% 48% 59% 59% 2032-33 73% 66% 70% 80% 73% 91% 75% 77% 68% 62% 70% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 91% 75% 77% 68% 62% 70% 80% 73% 80%		2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Mathematics Baseline 2016-17 Rates 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 2017-18 through 2021-22 46% 31% 40% 59% 45% 82% 50% 54% 36% 23% 40% 2022-23 through 2026-27 54% 41% 49% 65% 53% 85% 57% 61% 45% 34% 49% 2027-28 through 2031-32 63% 54% 59% 73% 63% 88% 66% 69% 57% 48% 59% 2032-33 73% 66% 70% 80% 73% 91% 75% 77% 68% 62% 70% EL Progress Baseline 2016-17 Rates 2017-18 through 2021-22 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41% 41%		2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
2017-18 through 2021-22		2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
2022-23 through 2026-27	Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
## Standard Control of the Control of Contro		2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
EL Progress Baseline 2016-17 Rates 20217-18 through 2021-22 2027-28 through 2031-32 Graduation Rate: 4-Year Longitudinal Rate^ Baseline 2016-17 Rates 89% 85% 85% 87% 93% 86% 95% 89% 92% 92% 90% 90% 90% 90% 90% 90% 90% 90% 90% 90		2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
EL Progress Baseline 2016-17 Rates 2017-18 through 2021-22 2027-28 through 2031-32 Graduation Rate: 4-Year Longitudinal Rate^ Baseline 2016-17 Rates 89% 85% 87% 93% 86% 95% 89% 92% 86% 78% 72% 2017-18 through 2021-22 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%		2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Baseline 2016-17 Rates		2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
2017-18 through 2021-22 3 through 2021-22 3 through 2026-27 38% 2022-23 through 2031-32 38% 2027-28 through 2021-22 39% 30% 30% 30% 30% 30% 30% 30% 30% 30% 30	EL Progress												
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2017-18 through 2021-22 90% 90% 90% 90% 90% 90% 90% 90% 90% 90%	Graduation Rate	: 4-Year Longitudinal Rate^											
2022-23 through 2026-27 92% 92% 92% 92% 92% 92% 92% 92% 92% 92%		Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
		2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2027-28 through 2031-32 94% 94% 94% 94% 94% 94% 94% 94% 94% 94%		2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
		2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

N' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

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 Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

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

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), 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; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(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.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement 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 are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must 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, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Two
or Non

Afr Amer Pac More Econ Econ
StateDistrictCampusAmerHispanicWhite Ind Asian Isl Races Disadv CWD CWOD EL Male Female Migrant Homeless Care Military

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· ·	Students	;																				
	CWD	27%	0%	0%	-	*	0%	-	-	-	-	*	*	0%	-	-	0%	-	-	-	-	-
	CWOD	71%	91%	91%	-	75%	93%	-	-	-	-	80%	93%	-	91%	*	92%	90%	-	-	-	-
	EL	34%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
	Male	60%	67%	67%	-	*	69%	-	-	-	-	*	75%	0%	92%	*	67%	-	-	-	-	-
	Female	e 73%	86%	86%	-	71%	88%	-	-	-	-	80%	83%	-	90%	*	-	86%	-	-	-	-
English II	All	67%	89%	89%	_	67%	96%	_	-	-	-	78%	92%	40%	94%	*	89%	83%	_	*	_	*
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	CWOD	72%	94%	94%	-	75%	100%	-	-	-	-	88%	96%	-	94%	*	94%	93%	-	*	-	*
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	Male	62%	89%	89%	-	80%	92%	-	-	-	-	*	86%	*	94%	*	89%	-	-	*	-	*
	Female	e 73%	83%	83%	-	*	93%	-	-	-	-	60%	92%	*	93%	*	-	83%	-	-	-	-
Algebra I	All	83%	89%	89%	-	71%	90%	-	-	-	-	60%	94%	40%	97%	-	82%	95%	-	-	-	-
	Students	;																				
	CWD	52%	40%	40%	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD	87%	97%	97%	-	83%	96%	-	-	-	-	*	97%	-	97%	-	100%	95%	-	-	-	-
	EL	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	79%	82%	82%	-	*	87%	-	-	-	-	*	93%	*	100%	-	82%	-	-	-	-	-
	Female	e 88%	95%	95%	-	80%	94%	-	-	-	-	*	89%	*	95%	_	-	95%	-	_	-	_

Biology	All 87	7%	100%	100%	_	100%	100%	_	_	_	_	100%	100%	*	100%	_	100%	100%	*	_	_	_
9)	Students																					
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	Female 90			100%	-	100%	100%	-	-	-	-	*	100%	-	100%	-	-	100%	*	-	-	-
STAAR Perce	ent at Meets	s Gr	ade Le	evel or A	Above	•																
End of Cour						•																
English I		8%	74%	74%	-	56%	77%	-	-	-	-	57%	76%	0%	85%	*	56%	86%	-	-	-	-
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	CWOD 53		85%	85%	-	63%	89%	-	-	-	-	80%	86%	-	85%	*	77%	90%	-	-	-	-
	EL 14	4%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
		2%	56%	56%	-	*	63%	-	-	-	-	*	63%	0%	77%	*	56%	-	-	-	-	-
	Female 56	6%	86%	86%	-	71%	88%	-	-	-	-	80%	83%	-	90%	*	-	86%	-	-	-	-
English II	All 48 Students	8%	69%	69%	-	33%	81%	-	-	-	-	33%	81%	20%	74%	*	78%	56%	-	*	-	*
	CWD 16	6%	20%	20%	-	*	*	-	-	-	-	*	*	20%	-	-	*	*	-	-	-	-
	CWOD 52		74%	74%	-	38%	87%	-	-	-	-	38%	87%	-	74%	*	81%	67%	-	*	-	*
		1%	*	*	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-	-	-	-
		2%	78%	78%	-	60%	85%	-	-	-	-	*	79%	*	81%	*	78%	-	-	*	-	*
	Female 55	5%	56%	56%	-	•	71%	-	-	-	-	0%	77%	•	67%	•	-	56%	-	-	-	-
Algebra I	All 59 Students	9%	62%	62%	-	29%	68%	-	-	-	-	0%	72%	0%	72%	-	53%	70%	-	-	-	-
	CWD 24	4%	0%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD 63		72%	72%	-	33%	78%	-	-	-	-	*	79%	-	72%	-	69%	74%	-	-	-	-
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Biology	All 60 Students	0%	81%	81%	-	83%	80%	-	-	-	-	67%	83%	*	88%	-	69%	90%	*	-	-	-
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	CWOD 64	4%	88%	88%	-	100%	85%	-	-	-	-	*	86%	-	88%	-	83%	90%	*	-	-	-
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	Female 62	2%	90%	90%	-	100%	87%	-	-	-	-	*	88%	-	90%	-	-	90%	*	-	-	-
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English II	All 8 Students	8%	11%	11%	-	0%	15%	-	-	-	-	0%	15%	0%	13%	*	11%	11%	-	*	-	*
		1%	0%	0%	_	*	*	_	_	_	_	*	*	0%	_	_	*	*	_	_	_	_
	CWOD 8		13%	13%	_	0%	17%	_	_	_	_	0%	17%	-	13%	*	13%	13%	_	*	_	*
)%	*	*	_	*	*	-	-	_	_	*	*	-	*	*	*	*	-	-	-	-
	Male 6	8%	11%	11%	-	0%	15%	-	-	-	-	*	14%	*	13%	*	11%	-	-	*	-	*
	Female 10	0%	11%	11%	-	*	14%	-	-	-	-	0%	15%	*	13%	*	-	11%	-	-	-	-
Alexabera	A.II. 0/	00/	440/	440/		4.40/	450/					00/	470/	00/	470/		0.40/	FF0/				
Algebra I	All 36 Students	6%	41%	41%	-	14%	45%	-	-	-	-	0%	47%	0%	47%	-	24%	55%	-	-	-	-
	CWD 9	%	0%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD 39		47%	47%	-	17%	52%	-	-	-	-	*	52%	-	47%	-	31%	58%	-	-	-	-
		9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
		1%		24%	-	*	27%	-	-	-	-	*	27%	*	31%	-	24%	-	-	-	-	-
	Female 40	∪%	55%	55%	-	20%	63%	-	-	-	-	•	61%	*	58%	-	-	55%	-	-	-	-
Biology	All 24 Students	4%	56%	56%	-	50%	57%	-	-	-	-	33%	60%	*	63%	-	44%	65%	*	-	-	-
		6%	*	*	_	*	*	_	_	_	_	*	*	*	_	_	*	_	_	_	_	_
	CWOD 26		63%	63%	-	60%	63%	_	_	_	_	*	64%	_	63%	_	58%	65%	*	-	_	_
		1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

	Male 24%		44%	-	*	47%	-	-	-	-	*	50%	*	58%	-	44%	-	-	-	-	-
	Female 25%	65%	65%	-	60%	67%	-	-	-	-	*	69%	-	65%	-	-	65%	*	-	-	-
TAAR Perce	ent at Approac	hes G	rade Lev	el or	Above																
All Grades																					
All Subjects	All 77%	90%	90%	-	77%	93%	-	-	-	-	74%	94%	42%	95%	57%	87%	94%	*	*	-	*
	Students																				
	CWD 46%	40%	42%	-	*	44%	-	-	-	-	29%	46%	42%	-	-	40%	40%	-	-	-	-
	CWOD 81%	94%	95%	-	85%	97%	-	-	-	-	90%	96%	-	95%	57%	96%	95%	*	*	-	*
	EL 62%	74%	57%	-	50%	*	-	-	-	-	60%	*	-	57%	57%	*	60%	-	-	-	-
	Male 74%	87%	87%	-	70%	89%	-	-	-	-	60%	91%	40%	96%	*	87%	-	-	*	-	*
	Female 80%	93%	94%	-	80%	97%	-	-	-	-	82%	95%	40%	95%	60%	-	94%	*	-	-	-
Reading	All 73%	88%	84%	_	67%	88%	_	_	_	_	69%	88%	18%	92%	57%	80%	87%	_	*	_	*
3	Students																				
	CWD 39%	29%	18%	_	*	22%	_	-	_	-	*	25%	18%	-	_	14%	*	-	-	-	_
	CWOD 78%		92%	_	75%	96%	_	-	-	_	85%	94%	-	92%	57%	93%	92%	-	*	_	*
	EL 54%		57%	_	50%	*	_	-	-	_	60%	*	-		57%		60%	_	_	_	-
	Male 69%		80%	_	71%	82%	_	-	-	_	67%	83%	14%	93%	*	80%	-	_	*	_	*
	Female 78%		87%	_	64%	93%	_	_	_	_	70%	90%	*		60%	-	87%	_	_	_	_
	Tomalo 7070	0170	0.70		0170	0070					1070	0070		0270	0070		01 70				
Mathematics		90%	89%	-	71%	90%	-	-	-	-	60%	94%	40%	97%	-	82%	95%	-	-	-	-
	Students		4										400:								
	CWD 53%		40%	-	*	*	-	-	-	-	*	*	40%	-	-	*	*	-	-	-	-
	CWOD 84%		97%	-	83%	96%	-	-	-	-	*	97%	-	97%	-	100%	95%	-	-	-	-
	EL 72%		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male 79%	85%	82%	-	*	87%	-	-	-	-	*	93%	*	100%	-	82%	-	-	-	-	-
	Female 82%	95%	95%	-	80%	94%	-	-	-	-	*	89%	*	95%	-	-	95%	-	-	-	-
Science	All 80%	94%	100%	-	100%	100%	-	_	-	-	100%	100%	*	100%	-	100%	100%	*	-	-	_
	Students																				
	CWD 51%	86%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD 84%	95%	100%	-	100%	100%	-	-	-	-	*	100%	-	100%	-	100%	100%	*	-	-	-
	EL 61%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male 79%	98%	100%	-	*	100%	-	-	-	-	*	100%	*	100%	-	100%	-	-	-	-	-
	Female 81%	91%	100%	-	100%	100%	-	-	-	-	*	100%	-	100%	-	-	100%	*	-	-	-
TAAR Perce All Grades	ent at Meets G	rade L	evel or A	bove	•																
All Subjects	All 49% Students	68%	72%	-	50%	78%	-	-	-	-	41%	80%	11%	80%	14%	66%	78%	*	*	-	*
	CWD 24%	12%	11%	_	*	13%	_	_	_	_	0%	15%	11%	_	_	13%	0%	_		_	_
	CWOD 52%		80%		F00/				_			84%	-	80%	14%	78%	81%				*
					58%	85%		-			22%					. 0 , 0		*	*	_	
	FI 29%			_	58% 17%	85% *	-	-		-	55% 20%	*	_	14%	14%	*	20%	*	*	-	_
	EL 29% Male 47%	35%	14%	-	17%	*	-	-	-	-	20%	*	- 13%		14%		20%	-	- * - *	-	-
	Male 47%	35% 67%	14% 66%	-	17% 30%	* 72%	-	-	-	-	20% 30%	* 72%	- 13% 0%	78%	*	66%	-	* - - *	- * - *	- - -	- *
		35% 67%	14%	- - -	17%	*	-	-	-	-	20%	*	- 13% 0%		*	66%	20% - 78%	* - - *	- * - *	- - -	- * -
Reading	Male 47% Female 52% All 47%	35% 67%	14% 66%	-	17% 30%	* 72%	-	-	-	-	20% 30%	* 72%		78%	* 20%	66%	-	* - - *	- * - * -		- * -
Reading	Male 47% Female 52% All 47% Students	35% 67% 69% 67%	14% 66% 78% 72%		17% 30% 60% 44%	* 72% 83% 79%	-	-	-	-	20% 30% 47% 44%	* 72% 85%	0% 9%	78% 81%	* 20%	66% - 69%	- 78%	* - *	- * - *	-	- * -
Reading	Male 47% Female 52% All 47% Students CWD 21%	35% 67% 69% 67%	14% 66% 78% 72% 9%	-	17% 30% 60% 44%	* 72% 83% 79%	-	-	-	-	20% 30% 47% 44%	* 72% 85% 79%	0%	78% 81% 80%	* 20% 14% -	66% - 69% 14%	- 78% 74%	* - *	- * - *	-	*
Reading	Male 47% Female 52% All 47% Students CWD 21% CWOD 50%	35% 67% 69% 67% 10% 72%	14% 66% 78% 72% 9% 80%	-	17% 30% 60% 44% *	* 72% 83% 79% 11% 88%	-	-		-	20% 30% 47% 44% * 54%	* 72% 85% 79% 13% 87%	0% 9%	78% 81% 80% - 80%	* 20% 14% - 14%	66% - 69% 14% 79%	78% 74% * 81%	* * -	- * - *	-	* - *
Reading	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23%	35% 67% 69% 67% 10% 72% 18%	14% 66% 78% 72% 9% 80% 14%	-	17% 30% 60% 44% * 50% 17%	* 72% 83% 79% 11% 88% *	-	-		-	20% 30% 47% 44% * 54% 20%	* 72% 85% 79% 13% 87% *	0% 9% - -	78% 81% 80% - 80% 14%	* 20% 14% - 14% 14%	66% - 69% 14% 79%	- 78% 74%	*	- * - * - *	-	- * - *
Reading	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43%	35% 67% 69% 67% 10% 72% 18% 66%	14% 66% 78% 72% 9% 80% 14% 69%	-	17% 30% 60% 44% * 50% 17% 43%	* 72% 83% 79% 11% 88% * 75%	-	-			20% 30% 47% 44% * 54% 20% 50%	* 72% 85% 79% 13% 87% * 72%	0% 9% 9% - - 14%	78% 81% 80% - 80% 14% 79%	* 20% 14% - 14% 14% *	66% - 69% 14% 79% *	78% 74% * 81% 20%	*	- * - * - *		* - * - *
Reading	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23%	35% 67% 69% 67% 10% 72% 18% 66%	14% 66% 78% 72% 9% 80% 14%		17% 30% 60% 44% * 50% 17%	* 72% 83% 79% 11% 88% *	-	-			20% 30% 47% 44% * 54% 20%	* 72% 85% 79% 13% 87% *	0% 9% - -	78% 81% 80% - 80% 14%	* 20% 14% - 14% 14% *	66% - 69% 14% 79% *	78% 74% * 81% 20%	* - *	- * - * - *		- * - * - *
ŭ	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51%	35% 67% 69% 67% 10% 72% 18% 66%	14% 66% 78% 72% 9% 80% 14% 69% 74%	- - - -	17% 30% 60% 44% * 50% 17% 43% 45%	* 72% 83% 79% 11% 88% * 75% 83%		-			20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83%	0% 9% - - 14%	78% 81% 80% - 80% 14% 79% 81%	* 20% 14% - 14% 14% *	66% - 69% 14% 79% *	78% 74% * 81% 20%	* - *	- * - * - *		- * - *
Reading Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51%	35% 67% 69% 67% 10% 72% 18% 66% 68%	14% 66% 78% 72% 9% 80% 14% 69%		17% 30% 60% 44% * 50% 17% 43%	* 72% 83% 79% 11% 88% * 75%	-	-			20% 30% 47% 44% * 54% 20% 50%	* 72% 85% 79% 13% 87% * 72%	0% 9% 9% - - 14%	78% 81% 80% - 80% 14% 79%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% *	- 78% 74% * 81% 20% - 74%	* - *	* - * - * - *	-	* - * - * -
·	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students	35% 67% 69% 67% 10% 72% 18% 66% 68%	14% 66% 78% 72% 9% 80% 14% 69% 74%		17% 30% 60% 44% * 50% 17% 43% 45%	* 72% 83% 79% 11% 88% * 75% 83%	-	-			20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83%	0% 9% - - 14%	78% 81% 80% - 80% 14% 79% 81%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% *	- 78% 74% * 81% 20% - 74%	*	- * - * - *		* - * -
·	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students	35% 67% 69% 67% 10% 72% 18% 66% 68%	14% 66% 78% 72% 9% 80% 14% 69% 74%		17% 30% 60% 44% * 50% 17% 43% 45%	* 72% 83% 79% 11% 88% * 75% 83% 68%	-	-			20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83%	0% 9% - - 14% *	78% 81% 80% - 80% 14% 79% 81%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53%	- 78% 74% * 81% 20% - 74%	*	- * - * - * - *		* - *
·	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students CWD 26% CWD 26% CWD 56%	35% 67% 69% 67% 10% 72% 18% 66% 68%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62%		17% 30% 60% 44% * 50% 17% 43% 45%	* 72% 83% 79% 11% 88% * 75% 83% 68% *		-			20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83% 72% *	0% 9% - - 14% *	78% 81% 80% - 80% 14% 79% 81% 72%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53%	78% 74% * 81% 20% - 74% 70%	*	* - * - *		* - *
ū	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students CWD 26% CWD 26% CWD 54% EL 37%	35% 67% 69% 67% 10% 72% 66% 68% 69% 13% 74%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72%		17% 30% 60% 44% * 50% 17% 43% 45%	* 72% 83% 79% 11% 88% * 75% 83% 68% *					20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83% 72% *	0% 9% 14% * 0% - 0% -	78% 81% 80% - 80% 14% 79% 81% 72%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53%	78% 74% * 81% 20% - 74% 70%	*	* - * - *		* - * - *
ū	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students CWD 26% CWD 26% CWD 54% EL 37%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 74% 70%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72%	-	17% 30% 60% 44% * 50% 43% 45% 29% * 33%	* 72% 83% 79% 11% 88% * 75% 83% 68% *					20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% -	0% 9% 14% * 0%	78% 81% 80% - 80% 14% 79% 81% 72% - 72%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% *	78% 74% * 81% 20% - 74% 70%	*	- * - * - * - - - -		* - *
Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students CWD 26% CWD 26% CWD 54% EL 37% Male 50% Female 51%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 74% 70% 67%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% - 53% 70%		17% 30% 60% 44% * 50% 43% 45% 29% * 33% - *	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60% 75%					20% 30% 47% 44% * 54% 50% 40% 0%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60% 78%	0% 9% 14% * 0% * *	78% 81% 80% - 80% 14% 79% 81% 72% - 72% - 69% 74%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% * 69% -	78% 74% * 81% 20% - 74% 70% * 74% - 70%	* - *	- * - * - * - -		*
·	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students CWD 26% CWD 54% EL 37% Male 50% Female 51% All 53%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 74% 70%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72% -	-	17% 30% 60% 44% * 50% 17% 43% 45% 29% * 33%	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60%					20% 30% 47% 44% * 54% 20% 50% 40%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60%	0% 9% - 14% * 0% *	78% 81% 80% - 80% 14% 79% 81% 72% - 72% - 69%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% *	78% 74% * 81% 20% - 74% 70% * 74%	*	* - * - *		*
Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% Students CWD 26% CWD 54% EL 37% Male 50% Female 51% All 53% Students	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 70% 70% 67%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% - 53% 70%		17% 30% 60% 44% * 50% 43% 45% 29% * 33% - *	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60% 75%					20% 30% 47% 44% * 54% 50% 40% 0%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60% 78%	0% 9% 14% * 0% * *	78% 81% 80% - 80% 14% 79% 81% 72% - 72% - 69% 74%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% * 69% -	78% 74% * 81% 20% - 74% 70% * 74% - 70%	*	- * - * - *		*
Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% S All 51% Students CWD 26% CWOD 54% EL 37% Male 50% Female 51% All 53% Students CWD 25%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 70% 67% 71%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72% - 53% 70% 81%		17% 30% 60% 44% * 50% 17% 43% 45% 29% * 40% 83%	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60% 75% 80%					20% 30% 47% 44% * 54% 50% 40% 0%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60% 78% 83%	0% 9% 14% * 0% * *	78% 81% 80% - 80% 14% 79% 81% 72% - 69% 74% 88%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% - 69% - 69% - *	78% 74% * 81% 20% -74% 70% * 74%70% 90%	* - * * * - *	- * - * - *		*
Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% S All 51% Students CWD 26% CWOD 54% EL 37% Male 50% Female 51% All 53% Students CWD 25% CWOD 56%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 70% 67% 71% 14% 76%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72% - 53% 70% 81%		17% 30% 60% 44% * 50% 43% 45% 29% * 33% - *	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60% 75%					20% 30% 47% 44% * 54% 50% 40% 0%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60% 78% 83%	0% 9% 14% * 0% * *	78% 81% 80% - 80% 14% 79% 81% 72% - 72% - 69% 74%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% * 69% -	78% 74% * 81% 20% - 74% 70% * 74% - 70%	* - * * * - * - * - * - * - *	- * - * - *		
Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% S All 51% Students CWD 26% CWOD 54% Male 50% Female 51% All 53% Students CWD 25% CWD 25% CWD 25% CWD 56% EL 37% CWD 56% EL 376 All 53% Students CWD 25% CWD 56% EL 26%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 70% 70% 67% 71% 14% 76%	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72% - 53% 70% 81% * 88% -		17% 30% 60% 44% * 50% 17% 43% 45% 29% * 40% 83%	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60% 75% 80% * 85% -					20% 30% 47% 44% * 54% 50% 40% 0%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60% 78% 83% * 86% -	0% 9% 14% * 0% * *	78% 81% 80% - 80% 14% 79% 81% 72% - 69% 74% 88% - 88%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% - 69% - 69% - 83% -	78% 74% * 81% 20% -74% 70% * 74%70% 90%	* - * * *	- * - * - *		
Mathematics	Male 47% Female 52% All 47% Students CWD 21% CWOD 50% EL 23% Male 43% Female 51% S All 51% Students CWD 26% CWOD 54% EL 37% Male 50% Female 51% All 53% Students CWD 25% CWOD 56%	35% 67% 69% 67% 10% 72% 18% 66% 68% 69% 13% 70% 67% 71% 14% 76% *	14% 66% 78% 72% 9% 80% 14% 69% 74% 62% 0% 72% - 53% 70% 81% * 88%		17% 30% 60% 44% * 50% 17% 43% 45% 29% * 40% 83% * 100%	* 72% 83% 79% 11% 88% * 75% 83% 68% * 78% - 60% 75% 80%					20% 30% 47% 44% * 54% 50% 40% 0%	* 72% 85% 79% 13% 87% * 72% 83% 72% * 79% - 60% 78% 83%	0% 9% 14% * 0% * *	78% 81% 80% - 80% 14% 79% 81% 72% - 69% 74% 88%	* 20% 14% - 14% 14% * 20%	66% - 69% 14% 79% * 69% - 53% - 69% - 69% - *	78% 74% * 81% 20% -74% 70% * 74%70% 90%	* - * * * - * - * - *	- * - * - *		

STAAR Percent at Masters Grade Level

STAAK PEICE	iii ai ivia	Sters	Graue	Level																		
All Grades																						
All Subjects	All	23%	36%	34%	-	17%	38%	-	-	-	-	7%	40%	0%	38%	0%	22%	44%	*	*	-	*
-	Students																					
	CWD	8%	2%	0%	-	*	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	-	-	-	-
	CWOD	25%	39%	38%	-	19%	42%	-	-	-	-	10%	43%	-	38%	0%	28%	45%	*	*	-	*
	EL	11%	13%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	22%	34%	22%	-	0%	26%	-	-	-	-	0%	26%	0%	28%	*	22%	-	-	*	-	*
	Female	24%	38%	44%	-	25%	49%	-	-	-	-	12%	52%	0%	45%	0%	-	44%	*	-	-	-
Reading	All	20%	32%	19%	-	6%	23%	-	-	-	-	0%	24%	0%	22%	0%	11%	26%	-	*	-	*
	Students																					
	CWD	7%	5%	0%	-	*	0%	-	-	-	-	*	0%	0%	-	-	0%	*	-	-	-	-
	CWOD	22%	35%	22%	-	6%	26%	-	-	-	-	0%	27%	-	22%	0%	14%	28%	-	*	-	*
	EL	8%	0%	0%	-	0%	*	-	-	-	-	0%	*	-	0%	0%	*	0%	-	-	-	-
	Male	17%	29%	11%	-	0%	14%	-	-	-	-	0%	14%	0%	14%	*	11%	-	-	*	-	*
	Female	23%	36%	26%	-	9%	31%	-	-	-	-	0%	33%	*	28%	0%	-	26%	-	-	-	-
Mathematics	s All	26%	37%	41%	-	14%	45%	-	-	-	-	0%	47%	0%	47%	-	24%	55%	-	-	-	-
	Students																					
	CWD	11%	0%	0%	-	*	*	-	-	-	-	*	*	0%	-	-	*	*	-	-	-	-
	CWOD	28%	41%	47%	-	17%	52%	-	-	-	-	*	52%	-	47%	-	31%	58%	-	-	-	-
	EL	16%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	37%	24%	-	*	27%	-	-	-	-	*	27%	*	31%	-	24%	-	-	-	-	-
	Female	26%	37%	55%	-	20%	63%	-	-	-	-	*	61%	*	58%	-	-	55%	-	-	-	-
Science	All	24%	45%	56%	-	50%	57%	-	-	-	-	33%	60%	*	63%	-	44%	65%	*	-	-	-
	Students																					
	CWD	8%	0%	*	-	*	*	-	-	-	-	*	*	*	-	-	*	-	-	-	-	-
	CWOD	26%	49%	63%	-	60%	63%	-	-	-	-	*	64%	-	63%	-	58%	65%	*	-	-	-
	EL	7%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	25%	43%	44%	-	*	47%	-	-	-	-	*	50%	*	58%	-	44%	-	-	-	-	-
	Female	23%	47%	65%	-	60%	67%	-	-	-	-	*	69%	-	65%	-	-	65%	*	-	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score			•								
Reading											
All Students	73	-	43	81	-	-	-	-	50	*	*
CWD	*	-	-	*	-	-	-	-	-	*	-
CWOD	72	-	43	82	-	-	-	-	50	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	72	-	*	79	-	-	-	-	*	*	*
Female	73	-	*	83	-	-	-	-	*	*	*
Mathematics											
All Students	76	-	50	80	-	-	-	-	20	*	-
CWD	*	-	*	*	=	-	-	=	*	*	-
CWOD	82	-	*	85	=	-	-	=	*	-	-
EL	-	-	-	-	-	-	-	-	-	-	-
Male	68	-	*	73	-	-	_	-	*	*	-
Female	82	-	*	87	-	-	-	-	*	=	-

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

Two

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

								or					
	All	African			American		Pacific	More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rate	es												
4-year Longitudinal Col	ort Graduation	n Rate (G	r 9-12): Cla	ss of 201	8								
All Students	97.0%	-	100.0%	96.4%	-	-	-	-	85.7%	100.0%	-	-	-
CWD	100.0%	-	-	100.0%	-	-	-	-	100.0%	100.0%	-	-	-
CWOD	96.6%	-	100.0%	95.8%	-	-	-	-	83.3%	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	100.0%	-	-	-
Female	93.3%	-	100.0%	92.9%	-	-	-	-	50.0%	100.0%	-	-	-

- *' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates there are no students in the group.
- '^' Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.

(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
*	*	*

- ' Indicates data reporting does not meet for Minimum Size.
- '*' 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. (CWD: children with disability; EL: English learner)

Student Success (Student Achie		African American main Score	<u> </u>	White omponer	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	65	-	49	70	-	-	-	-	41	21	24
School Quality (College, Career,	and Military	y Readines	s Performa	nce)							
%Students meeting CCMR	78%	-	40%	85%	-	-	-	-	58%	*	-

- *' Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

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. (CWD: children with disability; EL: English learner)

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL+
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Υ			Υ							
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ			Υ							
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	Υ			Υ							

Long-Term Goals Target Met	72% Y	66%	69%	80% Y	72%	87%	73%	78%	67%	60%	65%
Mathematics				'							
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Υ			Υ							
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Υ			Υ							
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N			N							
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N			N							

36%

38%

40%

40%

English Learner Language Proficiency Status

Interim Goals (2018-2022)		
Target Met		
Interim Goals (2023-2027)		
Target Met		
Interim Goals (2028-2032)		
Target Met		
Long-Term Goals		
Target Met		

Federal Graduation Status[^]

Interim Goals (2018-2022) Target Met	90% Y	90%	90%	90% Y	90%	90%	90%	90%	90%	90%	90%
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Υ			Υ							
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ			Υ							
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ			Υ							

^{+&#}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.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		C	African	Hiamania		American		Pacific		Econ	Non Econ	CWD	CWOD	- .	Mala	Famala	Minnent
Participation Ra	ate	Campus	American	Hispanic	wnite	Indian	Asian	Islander	Races	Disadv	Disagv	CWD	CWOD	EL	waie	remaie	Migrant
All Subjects	All Students	96%	-	94%	97%	-	-	-	-	100%	95%	80%	98%	100%	97%	95%	*
	CWD	80%	-	*	75%	-	-	-	-	100%	69%	80%	_	-	87%	60%	-
	CWOD	98%	-	93%	100%	-	-	-	-	100%	98%	-	98%	100%	100%	97%	*
	EL	100%	-	100%	*	-	-	-	-	100%	*	-	100%	100%	*	100%	-
	Male	97%	-	100%	97%	-	-	-	-	100%	97%	87%	100%	*	97%	-	-
	Female	95%	-	90%	97%	-	-	-	-	100%	94%	60%	97%	100%	-	95%	*
Reading	All Students	94%	-	94%	93%	-	-	-	-	100%	92%	64%	98%	100%	94%	93%	-
	CWD	64%	-	*	56%	-	_	_	_	*	50%	64%	_	_	71%	*	_
	CWOD	98%	-	94%	100%	-	-	-	-	100%	98%	-	98%	100%	100%	97%	_
	EL	100%	-	100%	*	-	-	-	=.	100%	*	-	100%	100%	*	100%	-
	Male	94%	-	100%	93%	-	-	-	-	100%	93%	71%	100%	*	94%	-	-
	Female	93%	-	91%	93%	-	-	-	-	100%	90%	*	97%	100%	-	93%	-
Mathematics	All Students	97%	-	86%	100%	-	-	-	-	100%	97%	100%	97%	-	100%	95%	-
	CWD	100%	-	*	*	-	-	-	-	*	*	100%	-	-	*	*	-

Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

	CWOD	97%	-	83%	100%	-	-	-	-	*	97%	-	97%	-	100%	95%	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	100%	-	*	100%	-	-	-	-	*	100%	*	100%	-	100%	-	-
	Female	95%	-	80%	100%	-	-	-	-	*	94%	*	95%	-	-	95%	-
Science	All Students	100%	-	100%	100%	-	-	=	-	100%	100%	*	100%	-	100%	100%	*
	CWD	*	_	*	*	_	_	_	_	*	*	*	_	-	*	_	-
	CWOD	100%	_	100%	100%	_	_	_	_	*	100%	_	100%	_	100%	100%	*
	EL	-	_	-	-	_	_	_	_	_	-	_	-	_	-	-	_
	Male	100%	_	*	100%	_	_	_	_	*	100%	*	100%	_	100%	_	_
	Female	100%	_	100%	100%	_	_	_	_	*	100%	_	100%	_	10070	100%	*
Non-Participa		100 /0	_	10070	10070	_	=	_	=		10076	_	10070	=	=	10070	
NOII-Fai licipa	lion Kale																
All Subjects	s All Students	4%	-	6%	3%	-	-	-	-	0%	5%	20%	2%	0%	3%	5%	*
	CWD	20%	_	*	25%	_	_	_	_	0%	31%	20%	_	_	13%	40%	_
	CWD	2%	-	7%	0%	-	-	-	-	0%	2%	20 /0	2%	0%	0%	3%	*
	EL	2% 0%	-	0%	U% *	-	-	-		0%	∠70 *	-	0%		U% *		
	EL Male		-			-	-	-	-					0% *		0% -	-
		3% 5%		0%	3%	-	-	-	-	0%	3%	13%	0%		3%		*
	Female	5%	-	10%	3%	-	-	-	-	0%	6%	40%	3%	0%	-	5%	
Reading	All Students	6%	-	6%	7%	-	-	-	-	0%	8%	36%	2%	0%	6%	7%	-
	CWD	36%	-	*	44%	-	_	-	_	*	50%	36%	_	-	29%	*	-
	CWOD	2%	_	6%	0%	_	_	_	_	0%	2%	_	2%	0%	0%	3%	_
	EL	0%	-	0%	*	-	_	-	_	0%	*	_	0%	0%	*	0%	_
	Male	6%	_	0%	7%	_	_	_	_	0%	7%	29%	0%	*	6%	-	-
	Female	7%	_	9%	7%	_	_	_	_	0%	10%	*	3%	0%	-	7%	_
		- , ,		• , •	. , .						, .		-,-			. , .	
Mathematic	cs All Students	3%	-	14%	0%	-	-	-	-	0%	3%	0%	3%	-	0%	5%	-
	CWD	0%	_	*	*	_	_	_	_	*	*	0%	_	_	*	*	_
	CWOD	3%	_	17%	0%	_	_	_	_	*	3%	-	3%	_	0%	5%	_
	EL	-	_	-	-	_	_	_	_	_	-	_	-	_	-	-	_
	Male	0%	_	*	0%					*	0%	*	0%	_	0%	_	_
	Female	5%	-	20%	0%	-	-	-	-	*	6%	*	5%	-	U /0 -	- 5%	_
	remale	3%	-	20%	0%	-	-	-	-		070		5%	-	-	3%	-
Science	All	0%	-	0%	0%	-	-	-	-	0%	0%	*	0%	-	0%	0%	*
	Students	*		*	*					*	*	*			*		
	CWD		-			-	-	-	-				-	-		-	*
	CWOD	0%	-	0%	0%	-	-	-	-	*	0%	-	0%	-	0%	0%	*
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	0%	-	*	0%	-	-	-	-	*	0%	*	0%	-	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	*	0%	-	0%	-	-	0%	*

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total	African		18 11 - 2	Indian or Alaska		Pacific			with	with Disabilities (Section
Students Without Disabilities		students	American	Hispanic	White	Native	Asian	Islander	Races	EL	Disabilities	504)
In-School Suspensions												
N	/lale	7	2	0	5	0	0	0	0	0		
F	emale	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions	otal	7	2	0	5	0	0	0	0	0		

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

	Male	5	0	0	5	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	5	0	0	5	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement	1											
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities In-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		2
Out-of-School Suspensions												
	Male	4	0	0	4	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	0	4	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism	Mala	-	0		-	•		_		0	^	^
	Male	5	0	0	5	0	0	0	0	0	2	0
	Female	8	0	8	0	0	0	0	0	0	0	0
	Total	13	0	8	5	0	0	0	0	0	2	0

	lotai
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0

Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African			Indian or Alaska		Pacific	Two or More		Students with
		students		Hispanic	White	Native	Asian	Islander		EL	Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	=
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	Male	-	-	-	-	-	-	-	-	-	-
Courses											
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit	Male	28	0	2	26	0	0	0	0	0	0
Programs											
-	Female	14	0	0	14	0	0	0	0	0	0
	Total	42	0	2	40	0	0	0	0	0	0

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

A II O - I- - - I

	All So	chool
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	10.5%
Teachers Teaching with Emergency or Provisional Credentials	1.0	5.6%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	6.0	33.3%

^{&#}x27;-' Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

^{&#}x27;-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

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.

To be updated by June 30th, 2020.

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 for the 2018-19 school year..

Oscala O	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3 Reading	5,881	1%	-	-	-	-
Mathematics	5,880	1%	-	-	-	-
Grade 4 Reading	6,312	2%	-	-	-	-
Mathematics	6,311	2%	-	-	-	-
Grade 5 Reading	6,133	1%	-	-	-	-
Mathematics	6,131	1%	-	-	-	-
Science	6,133	1%	-	-	-	-
Grade 6 Reading	6,038	1%	-	-	-	-
Mathematics	6,036	1%	-	-	-	-
Grade 7 Reading	5,616	1%	-	-	-	-
Mathematics	5,616	2%	-	-	-	-
Grade 8 Reading	5,251	1%	-	-	-	-
Mathematics	5,254	2%	-	-	-	-
Science	5,250	1%	-	-	-	-
End of Course English I	5,150	1%	-	-	-	-
English II	4,680	1%	-	-	-	-
Algebra I	5,122	1%	-	-	-	-
Biology	4,954	1%	-	-	-	-
All Grades All Subjects	101,751	1%	-	-	-	-
Reading	45,064	1%	-	-	-	-
Mathematics	40,350	1%	-	-	-	-
Science	16,337	1%	-	-	-	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

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

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

							% At or	Above		
			% Belov	w Basic	% At or Al	bove Basic		cient	% At Ac	dvanced
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96 *	93	82 *	69	45 *	28
		Pacific Islander		36		64		28		6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71 *	64	36 *	33
		Pacific Islander	~	45	*	55		21		4
		Two or More Races	25	27	75 50	73 54	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73 72	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate	
Grade 4	Reading	Students with Disabilities	77%	

		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

								Two or			
	All	African			American		Pacific	More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	67%	-	*	71%	-	-	-	-	*	-	*

^{*&#}x27; Indicates results are masked due to small numbers to protect student confidentiality.

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

^{-&#}x27; Indicates there are no students in the group.