Texas Education Agency 2014-15 Federal Report Card for Texas Public Schools

Campus Name: TRAUTMANN EL Campus ID: 240903110 District Name: UNITED 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 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two						
				African			American		Pacific	or More	Snacial	Econ				
	Statel	District	Campus	sAmericani	-lispani								ELL	Female	Male	Migrar
TAAR Percen					•										_	
Grade 3																
Reading	2015 74%	71%	94%	-	94%	*	-	-	-	-	83%	93%	88%		93%	- *
	2014 75%	67%	89%	-	88%	•	-	-	-	-	88%	88%	81%	90%	87%	•
Mathematics	s2015 74%	76%	95%	_	95%	*	_	_	_	_	83%	93%	90%	93%	97%	_
	2014 69%	72%	97%	-	97%	*	-	-	-	-	100%	95%	96%		97%	*
Grade 4 Reading	2015 71%	67%	93%		93%	*					63%	90%	83%	91%	95%	*
Reading	2013 71 %	70%	94%	-	94%	*	-		-	*	100%	93%	83%	95%	93%	*
	20147370	7070	J+70		3470						10070	3370	0070	3370	33 /0	
Mathematics	s2015 71%	68%	95%	-	95%	*	-	-	-	-	*	93%	89%	94%	95%	*
	2014 70%	70%	97%	-	97%	*	-	-	-	*	100%	96%	91%	97%	96%	*
\A/ritin a	2045 670/	740/	050/		050/	*					620/	020/	000/	070/	0.40/	*
Writing	2015 67% 2014 72%	71% 75%	95% 97%	-	95% 97%	*	-	-	-	*	63% 100%	92% 96%	89% 91%	97% 99%	94% 96%	*
	2014 / 2%	13%	9170	-	9170		-	•	-		100%	90%	9170	99%	90%	
Grade 5																
Reading	2015 83%	81%	97%	-	97%	*	-	*	-	*	63%	97%	100%	97%	96%	*
	2014 86%	81%	97%	-	97%	*	-	-	-	*	91%	95%	89%	98%	95%	-
Mathematics	201E 7E0/	76%	92%		92%	*		*		*	*	93%	92%	92%	93%	*
Mameriance	2013 75%	87%	92% 97%	-	97%	*	-	_	-	*	100%		100%		100%	_
	20140776	01 /6	31 /6		31 /0						100 /6	9370	100 /	3376	100 /6	
Science	2015 69%	67%	89%	-	89%	*	-	*	-	*	*	90%	85%	85%	96%	*
	2014 73%	69%	89%	-	88%	*	-	-	-	*	82%	83%	67%	87%	91%	-
All Grades																
All Subjects	2015 73%	72%	94%	_	94%	100%	_	*	_	*	58%	92%	88%	93%	95%	100%
7 til Odbjecto	2014 75%	73%	94%	_	94%	100%	-	_	_	100%	95%	93%	88%	95%	94%	100%
Reading	2015 74%	70%	95%	-	94%	100%	-	*	-	*	68%	93%	88%	94%	95%	*
	2014 75%	69%	93%	-	93%	100%	-	-	-	*	93%	92%	82%	94%	92%	*
Mathematics	2015 73%	73%	94%	_	94%	100%	_	*	_	*	55%	93%	90%	93%	95%	*
Mathematic	2014 76%	76%	97%	-	97%	100%	-	_	_	*	100%	95%	95%		98%	*
Writing	2015 68%	67%	95%	-	95%	*	-	-	-	-	63%	92%	89%	97%	94%	*
	2014 71%	70%	97%	-	97%	*	-	-	-	*	100%	96%	91%	99%	96%	*
Science	2015 75%	76%	89%	_	89%	*	_	*	_	*	*	90%	85%	85%	96%	*
Science	2013 75%	76% 76%	89%	-	88%	*	-	_	-	*	82%	90% 83%	67%		91%	_
	20111170	1070	0070		0070						0270	0070	01 70	01 70	0170	
TAAR Percen	t at Final Lo	evel II o	r Above	е												
All Grades	0045 0007	000/	0.407		0.407	40001				*	070/	F00/	4501	0.407	0.407	070/
All Subjects		33% 33%	64% 66%	-	64% 65%	100% 94%	-	^	-	670/	37% 73%	59% 61%	45%		64% 63%	67%
	2014 39%	33%	66%	-	65%	J470	-	-	-	67%	1370	61%	49%	69%	63%	100%
Reading	2015 40%	34%	63%	-	63%	100%	-	*	-	*	45%	58%	44%	65%	61%	*
9	2014 42%	33%	63%	-	63%	100%	-	-	-	*	74%		37%		59%	*
Mathematics		34%	66%	-	66% 70%	100% 100%	-	*	-	*	32%	62% 66%	50% 58%		67% 69%	*
	2014 37%	34%	70%								74%			72%		

0%

0%

0%

												Tw						
					frican				erica				e Spec	ial Ecor				
					nerican			ite Ind	dian	Asianl	slan	derRac		l Disac				Migran
Writing	2015 31%		72		-	719			-	-	-	-	25%				71%	*
	2014 34%	32%	80	%	-	79%	6 *		-	-	-	*	100	% 76%	74%	88%	67%	*
Science	2015 40%	35%	52	%	_	519	6 *		_	*	_	*	*	41%	23%	51%	53%	*
	2014 40%	33%	47	%	-	46%	6 *		-	-	-	*	45%	6 39%	11%	40%	54%	-
TAAR Percen	t at Level I	II Adva	nced															
All Subjects	2015 14%	10%	32	%	_	319	6 81	%	_	*	_	*	129	6 26%	12%	33%	30%	33%
All Gubjects	2014 14%		32		-	319			-	-	-	50%					31%	20%
Reading	2015 15%		38		-	37%			-	*	-	*	9%				32%	*
	2014 14%	9%	29	%	-	28%	6 86°	%	-	-	-		339	6 23%	10%	30%	28%	•
Mathematics	2015 14%	12%	29	%	_	28%	679	%	_	*	_	*	149	6 22%	9%	27%	31%	*
	2014 15%	12%	43	%	-	43%	6 86°	%	-	-	-	*	339	6 38%	27%	45%	41%	*
\\/riting	2015 00/	6%	25	0/		240	/ *						120	/ 270/	60/	440/	200/	*
Writing	2015 8% 2014 6%	5%	35 31		-	349 309			_	-	-	*	139 389			41%	29% 29%	*
	2011 070	0,0	٠.	,,		007	·							2 _20,0		, 02,0	2070	
Science	2015 14%	10%	17		-	15%			-	*	-	*	*	9%	0%		20%	*
	2014 13%	9%	11	%	-	119	6 *		-	-	-	*	369	6 8%	0%	5%	17%	-
TAAR Particip All Tests	oution (All	2015 2014	,					100% 100%		100% -	-			100% 100%				100% 100%
Reading		2015	99%					100%		100%	-	100%		100%				100%
		2014	99%	99%	100%	b -	100%	100%	, -	-	-	*	100%	100%	100%	100%	100%	*
Mathematics	3	2015	99%	100%	6 100%	, o -	100%	100%	, -	100%	-	100%	100%	100%	100%	100%	100%	100%
		2014	99%	100%	6 100%	, -	100%	100%	, -	-	-	*	100%	100%	100%	100%	100%	*
Writing		2015	99%	100%	6 100%	, n -	100%	100%		_	_	_	100%	100%	100%	100%	100%	100%
vviiding		2013	99%				100%	*	-	_	-	*			100%	100%		*
Science		2015 2014	99%				100% 100%	100%	, -	100%	-	100%		100%				100%
		2014	9970	9970	100 /	o -	100 /6		-	-	-		100 /6	100 /6	100 /6	100 /6	100 /6	-
TAAR Particip	oation Res	ults by	Asse	essmer	nt Type	for St	udents	s Serve	ed in	Specia	l Edu	ıcation	Setting	js (All G	rades))		
Reading Tests																		
% of Participal			15	98%	98% 1	00%	- 1	00%	-		-	-	100%	100%	100%	100%	1009	% -
% STAAR/E	S	o 20	15	17%	5%	0%	-	0%	-		-	-	0%	0%	0%	0%	0%	
% STAAR/E ccommodation		20	15	71%	30%	73%		73%	_		_	_	73%	77%	86%	73%	719	4 _
% STAAR A		20				27%		27%	-		_		27%	23%	14%	27%	29%	
% of Non-Part				2%		0%		0%	-		-		0%	0%	0%	0%	0%	
lathematics Te	sts																	
% of Participal		20	15 9	99%	99% 1	00%	- 1	00%	-		-		100%	100%	100%	100%	1009	% -
% STAAR/E	OC With No																	
ccommodation % STAAR/E		20	15	13%	4%	0%	-	0%	-		-	-	0%	0%	0%	0%	0%	-
ccommodation		20			31%	73%	-	73%	-		-	-	73%	77%	86%	73%	719	6 -
% STAAR A						27%	-	27%	-		-	-	27%	23%	14%	27%		
9/ of Non Dort	: -:	20	4 =	10/	10/	Ω0/		∩0/					∩0/	∩0/	∩0/	∩0/	∩0/	

^{&#}x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

% of Non-Participants

2015

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

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

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

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

This section provides the STAAR performance results for each subject area tested in the 2014-15 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.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Υ		Υ		n/a	n/a	n/a	n/a	Υ		Υ	n/a
Mathematics	Υ		Υ		n/a	n/a	n/a	n/a	Υ		Υ	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Mathematics	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Federal Graduation St	atus (Tarq	et: See Re	ason Code	es)								
Graduation Target	` `			,	n/a	n/a	n/a	n/a			n/a	
Met Reason Code ***					n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

- Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
- +' Participation uses ELL (Current) rate, Collective (Section 2014) 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 | 1844 Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

 - a = Graduation Rate Goal of 90%
 - b = Four-year Graduation Rate Target of 83%
 - 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 88%

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

n/a' Indicates data are not applicable to this report.

								Two				-
								or			ELL	
	All	African		\A/I-:4-	American	A !	Pacific	More	Econ		(Current &	ELL
	Students	American	Hispanic	wnite	Indian	Asian	Islander	Races	Disagv	Ed	Monitored)	(Current)
Performance Rates ‡												
Reading												
# at Phase-in	355	_	348	5	-	,		- *	195	15	152	: n/a
Satisfactory Standard												
Total Tests	374	_	367	5	-	,	•	- *	208	22	166	101
% at Phase-in	95%	_	95%			,	•	- *			92%	
Satisfactory Standard												
Mathematics												
# at Phase-in	353	_	346	5	-	,	•	- *	195	12	152	: n/a
Satisfactory Standard												
Total Tests	374	-	367	5	-	,	r	- *	208	22	166	101
% at Phase-in	94%	-	94%	100%		,	r	- *	94%	55%	92%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	121	-	**	*	-				63	5	47	n/a
Satisfactory Standard												
Total Tests	126	-	. **	*		-			68	8	51	32
% at Phase-in	96%	-	96%	*		-			93%	63%	92%	n/a
Satisfactory Standard												
Science												
# at Phase-in	105	-	102	*	-	,	•	- *	51	*	33	n/a
Satisfactory Standard												

								Two				
								or			ELL	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Ed	(Current & Monitored)	ELL (Current)
Total Tests	118	-	115	,	٠ -	,	•	- *	57	*	40	12
% at Phase-in	89%	-	89%	,	-	,	•	- *	89%	*	83%	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-	-	-						-	-		n/a
Satisfactory Standard												
Total Tests	-	-	-						-	-		
% at Phase-in	-	-	-						_	-		n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Ass	sessments											
Number Participating	382	-	374	6	; -	,	•	- *	213	22	n/a	106
Total Students	382	-	374	6	-	,		- *	213	22	n/a	106
Participation Rate	100%	-	100%	100%	-	,	•	- *	100%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	ents										
Number Participating	382	-	374	6	; -	,	•	- *	213	22	n/a	106
Total Students	382	-	374	6	-	,	•	- *	213	22	n/a	106
Participation Rate	100%	-	100%	100%	-	,		- *	100%	100%	n/a	100%

t' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

n/a' Indicates data are not applicable to this report.

								Two or			ELL	_
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
_	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Rate	es											
4-year Longitudinal Coh	ort Gradu	iation Rate	(Gr 9-12):	Class o	of 2014							
Number Graduated	-	-	-					-	-	-		- n/a
Total in Class	-	-	-			-		-	-	-		
Graduation Rate	-	-	-					-	-	-		- n/a
4-year Longitudinal Coh	ort Gradu	iation Rate	(Gr 9-12):	Class o	of 2013							
Number Graduated	-	-	-					-	-	-		- n/a
Total in Class	-	-	-			-		-	-	-		
Graduation Rate	-	-	-					-	-	-		- n/a
5-year Extended Gradua	tion Rate	(Gr 9-12):	Class of 2	013								
Number Graduated	-	-	-					-	-	-		- n/a
Total in Class	-	-	-					-	-	-		
Graduation Rate	-	-	-				-	-	-	-		- n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a Total Federal Cap n/a

Limit

Mathematics

Number Proficient n/a Total Federal Cap n/a

Limit

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation

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

^{**&#}x27; When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

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

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

^{*&#}x27; When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

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

^{&#}x27;n/a' Indicates data are not applicable to this report.

rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

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

High Performing School: Yes **High Progress School:** Yes

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.8%	0.9%
Bachelors	38.9	84.8%	79.5%	75.1%
Masters	7.0	15.2%	19.3%	23.4%
Doctorate	0.0	0.0%	0.3%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Low Poverty Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		39	2	42
Total Number of Classes		39	3	42
Number of Classes Taught by Highly Qualified Teachers	Number	39	3	42
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	C
	Percent	0.00%	0.00%	0.00%

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

	Number of	Teachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	1	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	d
Not Highly Qualified	0	

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
	_	American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
	Students with Disabilities	71	29	11	2	
		English Language Learners	59	41	12	2 3
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2 2

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	Overall	28	72	28	2
Grade 0	reading	American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
İ		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment