Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: WILLOW VISTA ECA
Campus ID: 188902103
District Name: RIVER ROAD 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

	State ESSA Goals											
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA Mathematics	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33 Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32 2032-33	44% 44% 52% 62% 72% 46% 46% 54% 63% 73%	32% 32% 42% 54% 66% 31% 31% 41% 54%	37% 37% 46% 58% 69% 40% 40% 49% 59% 70%	60% 60% 66% 73% 80% 59% 59% 65% 73% 80%	43% 43% 51% 62% 72% 45% 45% 53% 63% 73%	74% 74% 78% 82% 87% 82% 85% 85% 88% 91%	45% 45% 53% 63% 73% 50% 50% 57% 66% 75%	56% 56% 62% 70% 78% 54% 61% 69% 77%	33% 33% 43% 55% 67% 36% 45% 57% 68%	19% 19% 31% 45% 60% 23% 23% 34% 48% 62%	29% 29% 39% 52% 65% 40% 40% 49% 59% 70%
EL Progress	Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32											41% 36% 38% 40%
Graduation Rate:	4-Year Longitudinal Rate^ Baseline 2016-17 Rates 2017-18 through 2021-22 2022-23 through 2026-27 2027-28 through 2031-32	89% 90% 92% 94%	85% 90% 92% 94%	87% 90% 92% 94%	93% 90% 92% 94%	86% 90% 92% 94%	95% 90% 92% 94%	89% 90% 92% 94%	92% 90% 92% 94%	86% 90% 92% 94%	78% 90% 92% 94%	72% 90% 92% 94%

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)

There is no data for this campus.

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)

There is no data for this campus.

Part (iii)(II): Graduation Rate

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

There is no data for this campus.

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)

There is no data for this campus.

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)

There is no data for this campus.

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
STAAR Performance Status Reading											
Interim Goals (2018-2022) Target Met	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%

		African American		White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL+
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	000/	E 40/	F00/	700/	000/	000/	000/	700/	FF0/	450/	F00/
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Long-Term Goals Target Met	12%	00%	69%	80%	12%	87%	73%	78%	07%	00%	00%
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	40 /0	3170	40 /0	J9 /0	4370	02 /0	30 /0	J4 70	30 /0	25 /0	40 /0
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	J+70	7170	4370	00 /0	33 70	0070	31 /0	0170	4370	J 7 70	7370
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	0070	0170	0070	1070	0070	0070	0070	0070	0170	1070	0070
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met											
English Learner Language Profici Interim Goals (2018-2022)	iency Statu	IS									36%
Target Met Interim Goals (2023-2027)											38%
Target Met Interim Goals (2028-2032)											40%
Target Met											40%
Long-Term Goals											40%
Target Met											
Federal Graduation Status^											
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/	000/
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%

STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

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)

There is no data for this campus.

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)

Students Without Disabilitie		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions	5											
III-3cilool Suspensions	Male	21	0	5	14	0	0	0	2	0		
	Female	13	0	5	8	0	0	0	0	2		
	Total	34	0	10	22	0	0	0	2	2		
Out-of-School Suspensions												
	Male	4	0	2	2	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	4	0	2	2	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	Male	4	0	2	2	0	0	0	0	0		
Services	Female	0	0	0	0	0	0	0	0	0		

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

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).

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander		EL	Students E with Disabilities	Students with Disabilities (Section 504)
	Total	4	0	2	2	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		_	_	_	_	_			_			
	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	7	0	2	5	0	0	0	0	0		5
	Female	2	0	2	0	0	0	0	0	0		0
	Total	9	0	4	5	0	0	0	0	0		5
Out-of-School Suspensions		_	_	_	_	_		_	_	_		_
	Male .	2	0	0	2	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
E 1:	Total	2	0	0	2	0	0	0	0	0		2
Expulsions	Mala	0	0	0	•	0	^	0	^	_		0
With Educational Services	Male	0	0	0	0	-	0	0	0	0		0
	Female	0	0 0	0	0	0	0 0	0 0	0 0	0		0 0
Without Educational	Total Male	0 2	0	0 0	0 2	0 0	0	0	0	0		2
Services	Male	2	U	U	2	U	U	U	U	U		2
Services	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	0	2	0	0	0	0	0		2
Under Zero Tolerance	Male	0	0	0	0	0	0	0	0	0		0
Policies								-				0
	Female	0	0	0 0	0	0	0 0	0 0	0 0	0		
School-Related Arrests	Total	0	0	U	0	0	U	U	U	0		0
School-Related Affests	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		U	U	J	J	J	J	U	J	U		U
relevant to Law Emorecment	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	.0.01	Ū	J	3	5	J	5	J	5	U		Ü
Chronic Absenteeism												
	Male	5	0	0	5	0	0	0	0	0	2	2
	Female	12	Ö	2	8	Ö	Ö	Õ	2	Ö	2	2
	Total	17	0	2	13	0	0	0	2	0	4	4

	Total
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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	or More Races	EL	Students with 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	-	_	-	-	-	-	_	-	-	-
Programs											
· ·	Female	-	-	_	-	-	-	_	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

^{&#}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.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 2.0	Percent 20.2%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-

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

Blank cell Indicates data are 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..

There is no data for this campus.

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

0/ At or Above

							% At 0	r Above		
			% Belo	w Basic	% At or Al	bove Basic	Prof	icient	% 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

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

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

Mathematics	Grade	Subject	Student Group	% Belov TX	w Basic US	% At or Ak TX	oove Basic US	% At or Profi TX	Above cient US	% At Ac TX	Ivanced US
Black			English Language Learners	61	65	39	35	12	10	2	1
Hispanic 19 27 81 73 35 28 4 3 White 8 11 92 89 59 52 16 12 12 14 14 14 15 14 14 15 15		Mathematics	Overall	16	19	84	81	44	41	9	9
Hispanic			Black	24	35	76	65	32	20	3	2
White											
American Indian											
Asian											
Pacific Islander				4		96		82		45	
Two or More Races											
Econ Disadv 21 29 79 71 32 26 3 3 3 Students with Disabilities 55 54 45 46 13 14 1 1 2 2 1 2 1 2 1 2 1 2 1 2 1 2 1 2 3 3 3 3 3 3 3 3 3				q		91		51		q	
Students with Disabilities 55 54 45 46 13 14 1 2											
English Language Learners 24											
Grade 8 Reading Overall 33 27 67 73 25 34 2 4											
Black			English Language Learners	27	71	70	33	23	10	2	'
Hispanic White 20 18 80 82 35 42 3 55 American Indian	Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
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			Black	53	46	47	54	41	15	n/a	1
American Indian			Hispanic	38	37	62	63	19	22	1	2
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 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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 6 1 2			White	20	18	80	82	35	42	3	5
Asian			American Indian	*	41	*	59	*	19	*	1
Pacific Islander			Asian	8		92		59	57	11	13
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 n/a Black 48 53 52 47 16 14 2 2 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 43 63 57 21 20 3 4 Hispanic 37 49 * 51 * 15 * 3 Asian 10 12 90 88 71 64 36 33 Pacific Islander * 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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 73 27 27 5 6 1 1 2			Pacific Islander								
Econ Disadv				26		74		25		1	
Students with Disabilities 81 68 19 32 3 7 n/a n/a n/a English Language Learners 66 72 34 28 4 4 4 n/a n										-	
Mathematics Overall 32 31 68 69 30 34 7 10											
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 80 44 44 13 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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 1 2											
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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			English Earliguage Edamors	00	12	04	20	-	7	II/G	II/G
Hispanic 37 43 63 57 21 20 3 4 White 20 20 80 80 44 44 13 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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2		Mathematics	Overall					30	34		10
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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			Black								2
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 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			Hispanic	37	43	63	57	21	20	3	4
Asian 10 12 90 88 71 64 36 33 Pacific Islander * 45 * 55 * 21 * 4 Two or More Races 25 27 75 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			White		20				44		13
Pacific Islander * 45 * 55 * 21 * 4 Two or More Races 25 27 75 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			American Indian	*	49	*	51	*	15	*	3
Two or More Races 25 27 75 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			Asian	10	12	90	88	71	64	36	33
Two or More Races 25 27 75 73 41 38 11 12 Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			Pacific Islander	*	45	*	55	*	21	*	4
Econ Disadv 41 46 59 54 19 18 2 3 Students with Disabilities 73 73 27 27 5 6 1 2			Two or More Races	25		75		41	38	11	
Students with Disabilities 73 73 27 27 5 6 1 2			Econ Disadv	41	46	59	54	19	18	2	3
⊏rigiis⊓ Language Learners 60 /2 40 28 8 5 1 1 1			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)

There is no data for this campus.

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