Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: HIGHLAND PARK H S Campus ID: 188903001 District Name: HIGHLAND PARK 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

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Perfori	mance (At Meets Grade Level o	or Above)										
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
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												
<u> </u>	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
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%	90%
	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%

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)

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)

		State	Dietric	Campus	Afr	· Hienani	- White	Ame				Econ		CWD	CWOD	EI	Malo	Fomalo	Migran	t Homeless	Foster	
STAAR Perc	ont at Ani			•		•	, wille	iiiu	Asian	131	Naces	Disauv	Disauv	CND	CWOD		Wate	i ciliale	wiigiaii	t i ioiiieiess	Care	wiiitaiy
End of Cou		Ji Uat	iles Gi	aue Lev	ei oi	ADOVE																
English I	All	66%	73%	73%	*	70%	74%	*	*	_	_	73%	73%	46%	78%	*	56%	86%	*	_	*	_
Liigiisii i	Students	0070	1070	1070		1070	7470					7070	1070	4070	1070		5070	0070				
	CWD	27%	46%	46%	*	50%	33%	-	-	_	-	56%	*	46%	-	_	17%	71%	*	-	-	-
	CWOD	71%	78%	78%	*	74%	81%	*	*	-	-	77%	79%	-	78%	*	64%	88%	*	-	*	-
	EL	34%		*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male	60%		56%	*	56%	50%	-	*	-	-	59%	50%	17%	64%	*	56%	-	*	-	*	-
	Female	73%	86%	86%	-	79%	92%	*	*	-	-	86%	86%	71%	88%	-	-	86%	*	-	*	-
English II	All	67%	80%	80%	*	90%	72%	-	67%	-	*	84%	73%	46%	88%	*	72%	88%	*	*	*	-
	Students	.=																.=./				
	CWD	27%		46%	*	*	25%	-	-	-	-	57%	33%	46%	-	*	29%	67%	*	-	-	-
	CWOD			88%	*	88%	90%	-	67%	-	*	89%	85%	-	88%	*	83%	93%	*	*	*	-
	EL	30%		720/	*	91%	67%	-	*	-	- *	78%	62%	200/	83%	*	700/	_	*	-	-	-
	Male Female	62%		72% 88%		91% 89%	75%	-	*	-	*	90%	79%	29% 67%	93%	*	72%	88%	*		*	-
	remale	1370	0070	00%	-	0970	1370	-		-		90%	1970	07 70	9370		-	0070		-		-
Algebra I	All	83%	81%	79%	*	78%	80%	_	*	_	_	78%	82%	33%	86%	*	71%	86%	*	*	*	_
Algebia	Students	0070	0170	1370		1070	0070	_		_	_	1070	02 /0	0070	0070		7 1 70	0070				_
	CWD	52%	33%	33%	*	*	*	_	_	_	_	29%	*	33%	_	_	*	40%	*	_	_	_
	CWOD			86%	*	89%	85%	_	*	_	-	87%	85%	-	86%	*	78%	94%	*	*	*	-
	EL	73%		*	_	*	_	-	-	_	-	*	-	-	*	*	*	*	-	-	-	-
	Male	79%	75%	71%	*	85%	54%	-	*	_	-	73%	67%	*	78%	*	71%	-	-	*	*	-
	Female	88%	87%	86%	-	74%	100%	-	-	-	-	83%	92%	40%	94%	*	-	86%	*	-	*	-
Biology	All Students	87%		92%	*	94%	88%	*	*	-	*	93%	91%	75%	95%	*	89%	94%	*	*	*	-
	CWD	60%		75%	-	100%	57%	-	-	-	-	83%	67%	75%	-	-	50%	100%	*	-	-	-
	CWOD			95%	*	93%	96%	*	*	-	*	94%	96%	-	95%	*	97%	93%	*	*	*	-
	EL	68%		*	*	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	84%		89% 94%	*	100% 89%	79% 100%	-	*	-	*	91% 95%	88% 94%	50% 100%	97% 93%	-	89%	- 94%	*	*	- *	-
STAAR Perc					hove		10070					0070	0170	10070	0070			0170				
End of Cou		815 G	raue L	evel of F	ADOVE	,																
English I		48%	53%	53%	*	48%	52%	*	*			52%	55%	38%	55%	*	28%	72%	*		*	
English	All Students	4070	55%	55%		4070	3270			-	-	3270	3376	30%	33%		2070	1270		-		-
	CWD	15%	38%	38%	*	50%	17%	_	_	_	_	56%	*	38%	_	_	17%	57%	*	_	_	_
	CWOD			55%	*	47%	58%	*	*	_	_	51%	62%	-	55%	*	30%	74%	*	_	*	_
	EL	14%	*	*	_	*	-	_	_	_	_	*	*	_	*	*	*	-	_	_	_	_
	Male	42%	28%	28%	*	25%	17%	_	*	_	-	26%	33%	17%	30%	*	28%	-	*	-	*	-
	Female			72%	_	63%	79%	*	*	_	-	76%	67%	57%	74%	_	_	72%	*	-	*	-
English II	All Students	48%		65%	*	79%	48%	-	67%	-	*	70%	58%	31%	73%	*	56%	76%	*	*	*	-
	CWD	16%		31%	*	*	13%	-	-	-	-	43%	17%	31%	-	-	14%	50%	*	-	-	-
	CWOD		73%	73%	*	80%	62%	-	67%	-	*	75%	70%	-	73%	*	66%	81%	*	*	*	-
	EL	11%	*	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male	42%		56%	*	64%	50%	-	*	-	*	61%	46%	14%	66%	*	56%		*	*	-	-
	Female	55%	76%	76%	-	89%	42%	-	*	-	*	80%	64%	50%	81%	*	-	76%	*	-	*	-
Algebra I	All Students	59%		28%	*	34%	17%	-	*	-	-	29%	27%	11%	31%	*	26%	31%	*	*	*	-
	CWD	24%		11%	*	*	*	-	-	-	-	14%	*	11%	-	-	*	0%	*	-	-	-
	CWOD			31%	*	39%	19%	-	*	-	-	32%	30%	-	31%	*	26%	35%	*	*	*	-
	EL	40%		*	-	*	-	-	-	-	-	*	-	*	*	*	*	*	-	-	-	-
	Male	53%		26%	*	23%	15%	-	*	-	-	27%	22%		26%	*	26%	- 040/	-	*	*	-
	Female	65%	36%	31%	-	42%	18%	-	-	-	-	30%	31%	0%	35%	*	-	31%	*	-	*	-

											Two											
					Afr			Amer			or : More		Non Econ								Foster	
		State	District	Campus	s Amer I	Hispanio	c White	Ind	Asian	Isl	Races	Disadv	Disadv	CMD	CWOD	EL	Male	Female	Migrant H	omeless	Care	Military
Biology	All Students	60%	80%	80%	*	79%	76%	*	*	-	*	83%	75%	50%	85%	*	79%	81%	*	*	*	-
	CWD	24%	50%	50%	-	80%	29%	-	-	-	-	50%	50%	50%	-	-	17%	83%	*	-	-	-
	CWOD EL	64% 24%	85% *	85% *	-	79% *	88%	-	-	-	-	89%	81% -	-	85% *	*	91%	80% *	-	-	-	-
	Male Female	58% 62%	79% 81%	79% 81%	*	86% 74%	68% 86%	*	*	-	*	86% 80%	69% 81%	17% 83%	91% 80%	- *	79%	- 81%	*	*	- *	-
	Tomale	02 /0	0170	0170	_	1-70	0070			_		0070	0170	0070	0070			0170		_		_
STAAR Perce	nt at Mas	sters	Grade I	Level																		
End of Cours	se																					
English I	All Students	10%	8%	8%	*	8%	5%	*	*	-	-	7%	9%	8%	8%	*	3%	12%	*	-	*	-
	CWD CWOD	3% 11%	8% 8%	8% 8%	*	0% 9%	0% 6%	-	-	-	-	11% 6%	* 10%	8%	- 8%	-	17% 0%	0% 14%	*	-	-	-
	EL	1%	*	*	-	*	-	-	-	-	-	*	*	-	*	*	*	-	-	-	-	-
	Male Female	7% 14%	3% 12%	3% 12%	*	0% 13%	0% 8%	*	*	-	-	4% 10%	0% 14%	17% 0%	0% 14%	*	3%	- 12%	*	-	*	-
					*				000/								00/					
English II	All Students	8%	7%	7%	*	3%	7%	-	33%	-	*	7%	8%	8%	7%	*	3%	12%	*	*	*	-
	CWD	4% 8%	8% 7%	8% 7%	*	*	0% 10%	-	- 33%	-	- *	14% 6%	0% 10%	8%	- 7%	-	0% 3%	17% 11%	*	- *	- *	-
	EL	0%	*	*	-	*	-	-	*	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	6% 10%	3% 12%	3% 12%	*	0% 6%	0% 17%	-	*	-	*	4% 10%	0% 14%	0% 17%	3% 11%	*	3% -	- 12%	*	-	*	-
Almahre I					*				*							*	160/		*	*	*	
Algebra I	All Students	36%	19%	12%	^	9%	7%	-	•	-	-	11%	14%	11%	12%	*	16%	8%	•	•	•	-
	CWD	9% 39%	11% 20%	11% 12%	*	* 11%	* 8%	-	*	-	-	14% 11%	* 15%	11% -	- 12%	*	* 15%	0% 10%	*	*	- *	-
	EL	19%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-
	Male Female	31% 40%	25% 13%	16% 8%	-	8% 11%	8% 6%	-	-	-	-	18% 4%	11% 15%	0%	15% 10%	*	16% -	8%	*	-	*	-
Piology	ΔII	240/	200/	200/	*	220/	24%	*	*		*	100/	44%	8%	240/	*	100/	42%	*	*	*	
Biology	All Students	24%	30%	30%		33%				-		19%			34%		18%					-
	CWD CWOD	6% 26%	8% 34%	8% 34%	*	20% 36%	0% 31%	*	*	-	*	0% 22%	17% 50%	8% -	- 34%	*	0% 22%	17% 47%	*	*	*	-
	EL	4%	*	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-	-	-	-
	Male Female	24% 25%	18% 42%	18% 42%	-	14% 47%	21% 29%	*	*	_	*	9% 30%	31% 56%	0% 17%	22% 47%	*	18% -	- 42%	*	-	*	-
STAAR Perce	nt at App	roac	hes Gra	ade Lev	vel or A	bove																
All Grades	ΔII	770/	020/	040/	E70/	020/	700/	*	000/		1000/	010/	900/	E10/	060/	400/	720/	000/	400/	900/	020/	
All Subjects	All Students	77%	83%	81%	57%	82%	78%		88%	-	100%	81%	80%	51%	86%	40%	72%	88%	40%	80%	83%	-
	CWD	46% 81%	56% 88%	51% 86%	*	63% 85%	40% 87%	*	- 88%	-	100%	55% 86%	44% 86%	51% -	- 86%	- 40%	30% 80%	71% 92%	40% 40%	80%	83%	-
	EL	62%	74%	40%	-	44%	-	-	*	-	-	44%	*	-	40%		50%	*	-	-	-	-
	Male Female	74% 80%	82% 84%	72% 88%	57% -	81% 83%	63% 94%	*	85% *	-	*	74% 88%	68% 89%	30% 71%	80% 92%	50%	72% -	88%	43%	80%	*	-
Reading	All	73%	81%	76%	*	78%	73%	*	80%	_	*	78%	73%	46%	82%	33%	64%	87%	50%	*	*	_
reading	Students								0070						0270	0070			3070			
	CWD CWOD	39% 78%	54% 85%	46% 82%	*	70% 80%	29% 84%	*	- 80%	-	*	56% 82%	30% 82%	46% -	- 82%	33%	23% 73%	69% 90%	*	*	*	-
	EL Male	54% 69%	65%	33%	- *	40%	-	-	* 71%	-	-	40% 68%	* 56%	- 23%	33% 73%	33%		*	- *	- *	-	-
	Female		77% 84%	64% 87%	-	70% 83%	58% 89%	*	*	-	*	88%	85%	69%	90%	*	-	87%	*	-	*	-
Mathematics	All	81%	84%	79%	*	78%	80%	_	*	_	_	78%	82%	33%	86%	*	71%	86%	*	*	*	_
	Students					*	*						*				*		*			
	CWD CWOD	53% 84%	52% 89%	33% 86%	*	89%	85%	-	*	-	-	29% 87%	85%	33%	- 86%	*	78%	40% 94%	*	*	*	-
	EL Male	72% 79%	85% 85%	* 71%	-	* 85%	- 54%	-	-	-	-	* 73%	- 67%	- *	* 78%	*	* 71%	*	-	- *	-	-
	Female		83%	86%	-	74%	100%	-	-	-	-	83%	92%	40%	94%	*	-	86%	*	-	*	-
Science	All	80%	89%	92%	*	94%	88%	*	*	_	*	93%	91%	75%	95%	*	89%	94%	*	*	*	_
00,01100	Students																					
	CWD CWOD	51% 84%	70% 92%	75% 95%	*	100% 93%	57% 96%	*	*	-	*	83% 94%	67% 96%	75% -	- 95%	*	50% 97%	100% 93%	*	*	*	-
	EL Male	61% 79%	71% 90%	* 89%	- *	* 100%	- 79%	-	-	-	- *	* 91%	- 88%	- 50%	* 97%	*	- 89%	*	- *	- *	-	-
	Female		89%	94%	-	89%	100%	*	*	-	*	95%	94%	100%	93%	*	-	94%	*	-	*	-
STAAR Perce	nt at Me	ets Gr	ade Le	vel or	Above																	
All Grades All Subjects	All	49%	51%	57%	57%	59%	49%	*	82%	_	100%	58%	56%	34%	61%	10%	48%	65%	30%	80%	33%	_
	Students	24%	27%	34%	*	53%	16%					41%	22%	34%		•	17%	50%	20%			
	CWOD	52%	55%	61%	*	60%	57%	*	82%	-	100%	61%	62%	34%	61%		54%	68%	40%	80%	33%	-
	EL Male	29% 47%	38% 47%	10% 48%	- 57%	11% 48%	- 40%	-	* 77%	-	*	11% 49%	* 46%	- 17%	10% 54%	10% 0%	0% 48%	*	*	- 80%	*	-
	Female		55%	65%	-	66%	59%	*	*	-	*	66%	63%	50%	68%	*	-	65%	43%	-	*	-

Two Non Afr Pac More Econ Foster Amer Econ State District Campus Amer Hispanic White Asian Isl Races Disadv Disadv CWD CWOD EL Male Female Migrant Homeless Care Military Ind 51% 80% 50% Reading 49% 58% 61% 60% 56% 35% 63% 73% ΑII Students CWD 21% 25% 60% 50% 10% 17% 47% 60% 80% 61% 65% 63% CWOD 50% 53% 63% 61% 17% 23% 27% 17% 20% 20% 17% Male 43% 41% 41% 41% 33% 71% 42% 40% 15% 47% 41% 73% Female 51% 57% 73% 74% 69% 78% 68% 54% 77% Mathematics ΑII 47% 28% 34% 17% 29% 27% 11% 31% 26% 31% Students CWD 26% 21% 11% 14% 0% 30% CWOD 54% 51% 31% 39% 19% 32% 31% 26% 35% 37% 50% EL 26% 23% 15% 27% 22% 26% Male 50% 46% 26% Female 51% 48% 31% 42% 18% 30% 31% 0% 35% 31% 53% 65% 79% 76% 83% 75% 50% 85% 81% Science ΑII 80% 79% Students CWD 50% 80% 50% 50% 83% CWOD 56% 68% 88% 81% 85% 91% 85% 79% 89% 80% 26% 36% Male 66% 79% 86% 68% 86% 69% 17% 91% 79% 81% Female 53% 63% 81% 74% 86% 80% 81% 83% 80% STAAR Percent at Masters Grade Level All Grades All Subjects 20% 29% 13% 10% 41% 0% 11% 19% 9% 15% 0% 10% 18% 0% 0% 0% 14% Students 11% 0% 10% CWD 8% 11% 9% 6% 9% 9% 8% 0% CWOD 25% 22% 15% 14% 13% 41% 0% 11% 22% 15% 0% 10% 20% 0% 0% 0% 11% 16% 0% 0% EL 0% 0% 0% 0% Male 10% 29% 6% 7% 31% 9% 12% 9% 10% 22% 18% 0% 10% 0% Female 24% 23% 19% 14% 13% 25% 8% 20% 18% 0% 18% 30% Reading 19% 8% 6% 6% 7% 8% 8% 8% 0% 0% All 20% 3% 12% Students CWD 10% 8% 10% 0% 13% 0% 8% 8% 8% 22% 7% 30% 10% 8% 0% CWOD 20% 6% 2% 13% 0% 0% 0% 0% 0% Male 17% 14% 3% 0% 0% 14% 4% 0% 8% 2% 3% Female 23% 24% 12% 10% 11% 10% 15% 8% 13% 12% 9% 7% 14% 12% 8% Mathematics 12% 11% 16% Students CWD 11% 11% 14% 0% **CWOD** 28% 11% 8% 15% 12% 15% 19% 12% 11% 10% FΙ 16% 19% 8% 8% 18% 11% 15% 16% 16% Male 25% 18% Female 26% 11% 6% 4% 15% 0% 10% 8% 8% Science ΑII 24% 30% 30% 33% 24% 19% 44% 8% 34% 18% 42% Students CWD 8% 15% 8% 20% 0% 0% 17% 8% 0% 17% 26% 34% CWOD 32% 34% 36% 31% 22% 50% 22% 47% 29% Male 25% 28% 18% 14% 21% 9% 31% 0% 22% 18% Female 23% 31% 42% 47% 29% 30% 56% 17% 47% 42%

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	African American	Hienanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score Reading	Students	American	mspanic	wille	mulan	Asiaii	isiailuei	Naces	Disauv	CVID	
All Students	75	-	80	79	-	50	-	*	79	100	*
CWD	100	_	*	*	-	-	-	-	100	100	_
CWOD	71	-	76	74	-	50	-	*	75	-	*
EL	*	-	*	-	-	-	-	-	*	-	*
Male	73	-	83	73	-	*	-	*	78	*	-
Female	77	-	78	88	-	*	-	*	79	100	*
Mathematics											
All Students	47	*	48	42	-	*	-	-	45	20	*
CWD	20	*	*	*	-	-	-	-	*	20	-
CWOD	49	*	54	44	-	*	-	-	47	-	*

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

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

	All	African			American		Pacific	Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
EL	*	-	*	-	-	-	-	-	*	-	*
Male	46	*	50	35	-	*	-	-	50	*	*
Female	47	-	47	47	-	-	-	-	40	*	-

Part (iii)(II): Graduation Rate

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

								Two					
	All	African			American		Pacific	or More	Econ				Foster
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL^	Homeless	Care
Federal Graduation Rates													
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	[.] 9-12): Cla	ss of 2018	3								
All Students	96.2%	-	100.0%	100.0%	-	77.8%	-	-	96.3%	100.0%	50.0%	100.0%	-
CWD	100.0%	-	-	100.0%	-	-	-	-	-	100.0%	-	-	-
CWOD	96.2%	-	100.0%	100.0%	-	77.8%	-	-	96.3%	-	50.0%	100.0%	-
EL	50.0%	-	100.0%	-	-	0.0%	-	-	0.0%	-	50.0%	-	-
Male	94.7%	-	100.0%	100.0%	-	66.7%	-	-	87.5%	100.0%	50.0%	-	-
Female	97.1%	-	100.0%	100.0%	-	83.3%	-	-	100.0%	-	-	100.0%	-

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

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.

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			Hispanic : STAAR Co	White omponen	American Indian It Only)	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	51	48	51	46	*	70	-	67	50	31	17
School Quality (College, Career,	, and Military	Readines	s Performa	nce)							
%Students meeting CCMR	75%	-	71%	78%	-	75%	-	-	76%	*	*

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

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	N					Υ	Υ	
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	Υ		Υ	N					Υ	Υ	
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		Υ	N					Υ	N	
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%

Indicates there are no students in the group.

^{&#}x27;/\' Ever EL in grades 9-12

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

Indicates zero observations reported for this group.

Indicates there are no students in the group.

Target Met	All Students N	African American	Hispanic N	White N	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv N	CWD N	EL+
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N		N	N				*	N		
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	,	N	N	0070	0070	0.70	0.70	N	0.70	.070
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N		N	N					N		
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N	N					N		
English Learner Language Profic	iency Statu	ıs									
Interim Goals (2018-2022)											36%
Target Met											
Interim Goals (2023-2027)											38%
Target Met											
Interim Goals (2028-2032)											40%
Target Met											
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	Υ	000/	000/	Υ	000/	000/	000/	000/	N	000/	000/
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y 040/	0.40/	0.40/	Y 049/	0.40/	0.40/	0.40/	0.40/	N 040/	0.40/	0.40/
Interim Goals (2028-2032)	94% Y	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	=	0.40/	0.40/	Y 040/	0.40/	94%	0.40/	0.40/	N 040/	0.40/	0.40/
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	Υ			Υ					N		

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)

Participation Ra	ate	Campus	African American	Hispanic	White	American Indian		Pacific	Two or More Races	Econ	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	100%	100%	99%	100%
	CWD	100%	*	100%	100%	_	_	_	_	100%	100%	100%	_	_	100%	100%	100%
	CWOD	100%	*	100%	99%	*	100%	_	100%	100%	99%	-	100%	100%		99%	100%
	EL	100%	_	100%	-	_	*	_	-	100%	*	_	100%	100%		*	-
	Male	100%	100%	100%	100%	_	100%	_	*	100%	100%	100%	100%		100%	_	*
	Female	99%	-	100%	99%	*	*	-	*	100%	98%	100%		*	-	99%	100%
Reading	All Students	99%	*	100%	99%	*	100%	-	*	100%	98%	100%	99%	100%	100%	99%	100%
	CWD	100%	*	100%	100%	-	-	_	-	100%	100%	100%	-	-	100%	100%	*
	CWOD	99%	*	100%	98%	*	100%	-	*	100%	98%	-	99%	100%	100%	99%	*
	EL	100%	_	100%	_	-	*	_	-	100%	*	-	100%	100%	*	*	-
	Male	100%	*	100%	100%	-	100%	-	*	100%	100%	100%	100%	*	100%	-	*
	Female	99%	-	100%	97%	*	*	-	*	100%	97%	100%	99%	*	-	99%	*
Mathematics	All Students	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	*	100%	100%	*
	CWD	100%	*	*	*	-	-	-	-	100%	*	100%	-	-	*	100%	*
	CWOD	100%	*	100%	100%	-	*	-	-	100%	100%	-	100%	*	100%	100%	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	100%	*	100%	100%	-	*	-	-	100%	100%	*	100%	*	100%	-	-
	Female	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	*	-	100%	*
Science	All Students	100%	*	100%	100%	*	*	-	*	100%	100%	100%	100%	*	100%	100%	*
	CWD	100%	-	100%	100%	-	-	-	-	100%	100%	100%	-	-	100%	100%	*
	CWOD	100%	*	100%	100%	*	*	-	*	100%	100%	-	100%	*	100%	100%	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	-	100%	-	*
	Female	100%	-	100%	100%	*	*	-	*	100%	100%	100%	100%	*	-	100%	*
Non-Participation																	

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).

									Two or		Non						
		_	African			American		Pacific	More	Econ	Econ					_	
			s American	•				Islander					CWOD	EL			Migrant
All Subjects	All Students	0%	0%	0%	1%	*	0%	-	0%	0%	1%	0%	0%	0%	0%	1%	0%
	CWD	0%	*	0%	0%	_	_	_	_	0%	0%	0%	_	_	0%	0%	0%
	CWOD	0%	*	0%	1%	*	0%	_	0%	0%	1%	_	0%	0%	0%	1%	0%
	EL	0%	_	0%	-	_	*	_	-	0%	*	_	0%	0%	0%	*	-
	Male	0%	0%	0%	0%	_	0%	_	*	0%	0%	0%	0%	0%	0%	_	*
	Female	1%	-	0%	1%	*	*	-	*	0%	2%	0%	1%	*	-	1%	0%
Reading	All	1%	*	0%	1%	*	0%	-	*	0%	2%	0%	1%	0%	0%	1%	0%
•	Students																
	CWD	0%	*	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	*
	CWOD	1%	*	0%	2%	*	0%	-	*	0%	2%	-	1%	0%	0%	1%	*
	EL	0%	-	0%	-	-	*	-	-	0%	*	-	0%	0%	*	*	-
	Male	0%	*	0%	0%	-	0%	-	*	0%	0%	0%	0%	*	0%	-	*
	Female	1%	-	0%	3%	*	*	-	*	0%	3%	0%	1%	*	-	1%	*
Mathematics	s All	0%	*	0%	0%	-	*	_	-	0%	0%	0%	0%	*	0%	0%	*
	Students																
	CWD	0%	*	*	*	-	-	-	-	0%	*	0%	-	-	*	0%	*
	CWOD	0%	*	0%	0%	-	*	-	-	0%	0%	-	0%	*	0%	0%	*
	EL	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-
	Male	0%	*	0%	0%	-	*	-	-	0%	0%	*	0%	*	0%	-	-
	Female	0%	-	0%	0%	-	-	-	-	0%	0%	0%	0%	*	-	0%	*
Science	All	0%	*	0%	0%	*	*	_	*	0%	0%	0%	0%	*	0%	0%	*
	Students																
	CWD	0%	-	0%	0%	-	-	-	-	0%	0%	0%	-	-	0%	0%	*
	CWOD	0%	*	0%	0%	*	*	-	*	0%	0%	-	0%	*	0%	0%	*
	EL	*	_	*	-	-	-	-	-	*	-	-	*	*	-	*	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	-	0%	-	*
	Female	0%	-	0%	0%	*	*	-	*	0%	0%	0%	0%	*	-	0%	*

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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Students Disabilities with (Section Disabilities 504)
Students Without Disabilitie	es										
In-School Suspensions											
	Male	7	0	5	2	0	0	0	0	0	
	Female	4	0	2	2	0	0	0	0	0	
	Total	11	0	7	4	0	0	0	0	0	
Out-of-School Suspensions											
	Male	4	0	2	2	0	0	0	0	0	
	Female	2	0	0	2	0	0	0	0	0	
	Total	6	0	2	4	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	t										
	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	4	0	2	2	0	0	0	0	0	2

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

						Indian or			Two or		Students with Students Disabilitie	es
		Total students	African American	Hispanic	White	Alaska Native	Asian	Pacific Islander	More Races	EL	with (Section Disabilities 504)	1
	Female	2	0	2	0	0	0	0	0	0	0	
	Total	6	0	4	2	0	0	0	0	0	2	
Out-of-School Suspensions												
	Male	2	0	0	2	0	0	0	0	0	4	
	Female	0	0	0	0	0	0	0	0	0	0	
	Total	2	0	0	2	0	0	0	0	0	4	
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	
33.1.333	Female	0	0	0	0	0	0	0	0	0	0	
	Total	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	Ö	0	
Under Zero Tolerance	Male	0	Ō	0	Ö	Ō	0	0	Ö	0	0	
Policies				-			_	_			_	
	Female	0	0	0	0	0	0	0	0	0	0	
0.1 .15	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	
Defende to Lew Enforcement	Total	0	0	0	0	0	0	U	0	0	0	
Referrals to Law Enforcement	Male	0	0	0	0	0	0	0	0	^	0	
	riviale Female	0	0	0	0	0	-	0	0	0	•	
		0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0	0	
All Students	Total	U	U	U	U	U	U	U	U	U	U	
Chronic Absenteeism												
Chronic Absenteeism	Male	10	0	_	_	0	0	0	0	0	2 2	
	riviale Female	10	0 0	5 2	5 8	0 0	0 0	0 0	0 0	0	2 2 0 2	
	Total	20	0	7	o 13	0	0	0	0	0	2 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	1
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.

Preschool Programs		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	_	_	_	-	_	_	_	_	-	-
	Female	-	-	_	-	_	-	_	-	-	-
	Total	-	-	_	-	_	-	_	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	6	0	2	2	0	2	0	0	0	0
	Female	6	0	2	2	0	2	0	0	0	0
	Total	12	0	4	4	0	4	0	0	0	0
International Baccalaureate	Male	-	-	_	-	_	-	_	-	-	_
Courses											
	Female	-	-	_	-	-	-	_	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Male	23	2	8	8	0	5	0	0	0	0
. reg.ae	Female Total	37 60	2 4	8 16	17 25	0	8 13	0	2 2	2 2	0 0

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

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

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All S	chool
Inexperienced Teachers, Principals, and Other School Leaders	Number 3.7	Percent 15.8%
Teachers Teaching with Emergency or Provisional Credentials	1.0	4.7%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.2	15.0%

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 nonpersonnel 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..

	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%	*	5%	-	-
Mathematics	6,131	1%	*	5%	-	-
Science	6,133	1%	*	5%	-	-
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%	*	4%	-	-
Mathematics	5,254	2%	*	5%	-	-
Science	5,250	1%	*	4%	-	-
F., d. of O.,						

End of Course

Indicates there are no students in the group.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
English I	5,150	1%	*	1%	*	1%
English II	4,680	1%	*	1%	*	1%
Algebra I	5,122	1%	*	1%	*	1%
Biology	4,954	1%	*	3%	*	3%
All Grades						
All Subjects	101,751	1%	23	2%	5	2%
Reading	45,064	1%	8	1%	*	1%
Mathematics	40,350	1%	7	1%	*	1%
Science	16,337	1%	8	4%	*	3%

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

			% Below Basic		0/ 84 == 81	hava Basis		r Above	% At Advanced		
	0.11	01 1 1 0			% At or Above Basic						
Grade	Subject	Student Group	TX	US	TX	US	TX	US	ΤX	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	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 Language Learners	60	72	40	28	8	5	1	1	

^{&#}x27;_'

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%

Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

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)

	All	African			American			Two or More	Econ		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	CWD	EL
In-State Public Institutions	59%	*	53%	55%	-	*	-	*	58%	*	*

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

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2019

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