

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools

Campus Name: COLT EL

Campus ID: 027904102

District Name: MARBLE FALLS ISD

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 Performance (At Meets Grade Level 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												
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%
	Academic Achievement	50%
High Schools and K-12	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.

		State	District	Campus	Afr	Amer	Pac	or	Non	Econ		Non		Econ		Foster								
		State	District	Campus	Afr	Amer	Pac	or	Non	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military			
Grade 5	Reading	All	29%	22%	19%	*	8%	27%	-	*	*	*	12%	30%	6%	21%	8%	20%	17%	-	*	*	*	
		Students																						
		CWD	9%	4%	6%	-	0%	0%	-	*	-	*	0%	*	6%	-	*	11%	0%	-	-	*	-	-
		CWOD	31%	25%	21%	*	10%	30%	-	-	*	15%	29%	*	21%	9%	22%	20%	-	-	*	-	*	
		EL	14%	4%	8%	-	8%	-	-	-	-	8%	-	*	9%	8%	14%	0%	-	-	-	-	-	-
		Male	26%	21%	20%	*	12%	23%	-	*	-	11%	37%	11%	22%	14%	20%	-	-	*	*	-	-	-
	Female	31%	23%	17%	-	4%	31%	-	-	*	13%	24%	0%	20%	0%	-	17%	-	-	-	-	-	*	
	Mathematics	All	36%	36%	53%	*	36%	69%	-	*	*	*	40%	75%	18%	60%	38%	60%	46%	-	*	*	*	
		Students																						
		CWD	14%	13%	18%	-	0%	33%	-	*	-	*	13%	*	18%	-	*	33%	0%	-	-	*	-	-
		CWOD	38%	40%	60%	*	44%	74%	-	-	*	48%	76%	-	60%	41%	65%	55%	-	-	*	-	*	
		EL	24%	21%	38%	-	38%	-	-	-	-	38%	-	*	41%	38%	50%	20%	-	-	-	-	-	-
		Male	36%	38%	60%	*	48%	73%	-	*	-	44%	89%	33%	65%	50%	60%	-	-	-	*	-	-	-
	Female	35%	34%	46%	-	24%	65%	-	-	*	35%	62%	0%	55%	20%	-	46%	-	-	-	-	-	*	
	Science	All	23%	20%	27%	*	12%	40%	-	*	*	*	16%	45%	12%	30%	8%	31%	23%	-	*	*	*	
		Students																						
		CWD	11%	8%	12%	-	0%	17%	-	*	-	*	7%	*	12%	-	*	22%	0%	-	-	*	-	-
		CWOD	25%	22%	30%	*	14%	43%	-	-	*	19%	45%	-	30%	9%	33%	27%	-	-	*	-	*	
EL		11%	6%	8%	-	8%	-	-	-	-	8%	-	*	9%	8%	7%	10%	-	-	-	-	-	-	
Male		25%	22%	31%	*	12%	46%	-	*	-	17%	58%	22%	33%	7%	31%	-	-	-	*	*	-	-	
Female	21%	19%	23%	-	12%	35%	-	-	*	16%	33%	0%	27%	10%	-	23%	-	-	-	-	-	*		
STAAR Percent at Approaches Grade Level or Above																								
All Grades																								
All Subjects	All	77%	72%	80%	67%	74%	85%	-	100%	*	75%	76%	87%	55%	84%	73%	79%	82%	-	100%	54%	100%		
	Students																							
	CWD	46%	39%	55%	*	47%	61%	-	*	-	60%	54%	56%	55%	-	8%	51%	61%	-	-	0%	-		
	CWOD	81%	78%	84%	71%	78%	88%	-	*	*	82%	80%	89%	-	84%	79%	83%	84%	-	100%	88%	100%		
	EL	62%	52%	73%	-	73%	-	-	-	-	74%	*	8%	79%	73%	78%	67%	-	-	-	-	-	-	
	Male	74%	69%	79%	60%	74%	82%	-	100%	-	83%	76%	82%	51%	83%	78%	79%	-	-	100%	33%	*		
Female	80%	75%	82%	*	73%	90%	-	-	*	*	75%	91%	61%	84%	67%	-	82%	-	-	*	*			
Reading	All	73%	69%	78%	*	72%	84%	-	*	*	71%	75%	84%	56%	82%	75%	76%	82%	-	100%	67%	*		
	Students																							
	CWD	39%	35%	56%	*	47%	63%	-	*	-	*	56%	57%	56%	-	0%	48%	71%	-	-	*	-		
	CWOD	78%	75%	82%	*	76%	86%	-	*	*	80%	79%	86%	-	82%	82%	80%	83%	-	100%	*	*		
	EL	54%	46%	75%	-	75%	-	-	-	-	76%	*	0%	82%	75%	79%	70%	-	-	-	-	-	-	
	Male	69%	66%	76%	*	73%	78%	-	*	-	80%	74%	78%	48%	80%	79%	76%	-	-	100%	*	*		
Female	78%	73%	82%	*	72%	91%	-	-	*	*	76%	90%	71%	83%	70%	-	82%	-	-	*	*			
Mathematics	All	81%	73%	80%	*	74%	85%	-	*	*	86%	76%	87%	56%	83%	72%	80%	80%	-	100%	50%	*		
	Students																							
	CWD	53%	44%	56%	*	53%	56%	-	*	-	*	59%	43%	56%	-	20%	52%	64%	-	-	*	-		
	CWOD	84%	78%	83%	*	78%	88%	-	*	*	80%	79%	89%	-	83%	77%	85%	82%	-	100%	*	*		
	EL	72%	60%	72%	-	71%	-	-	-	-	73%	*	20%	77%	72%	79%	63%	-	-	-	-	-	-	
	Male	79%	72%	80%	*	77%	81%	-	-	-	100%	78%	83%	52%	85%	79%	80%	-	-	100%	*	*		
Female	82%	75%	80%	*	72%	89%	-	-	*	*	73%	90%	64%	82%	63%	-	80%	-	-	*	*			
Science	All	80%	77%	84%	*	76%	92%	-	*	*	*	78%	95%	47%	91%	71%	84%	85%	-	*	*	*		
	Students																							
	CWD	51%	37%	47%	-	33%	67%	-	*	-	*	40%	*	47%	-	*	56%	38%	-	-	*	-		
	CWOD	84%	83%	91%	*	86%	96%	-	-	*	*	89%	95%	-	91%	77%	89%	93%	-	*	-	*		
	EL	61%	52%	71%	-	71%	-	-	-	-	71%	-	*	77%	71%	71%	70%	-	-	-	-	-	-	
	Male	79%	72%	84%	*	72%	96%	-	-	-	78%	95%	56%	89%	71%	84%	-	-	-	*	*	-	-	
Female	81%	81%	85%	-	81%	88%	-	-	*	-	78%	95%	38%	93%	70%	-	85%	-	-	-	-	*		
STAAR Percent at Meets Grade Level or Above																								
All Grades																								
All Subjects	All	49%	42%	48%	56%	38%	57%	-	60%	*	38%	41%	60%	23%	52%	36%	46%	51%	-	64%	15%	100%		
	Students																							
	CWD	24%	18%	23%	*	19%	24%	-	*	-	20%	23%	25%	23%	-	0%	29%	14%	-	-	0%	-		
	CWOD	52%	46%	52%	71%	41%	61%	-	*	*	45%	45%	62%	-	52%	39%	48%	56%	-	64%	25%	100%		
	EL	29%	18%	36%	-	35%	-	-	-	-	37%	*	0%	39%	36%	33%	39%	-	-	-	-	-	-	
	Male	47%	39%	46%	60%	35%	55%	-	60%	-	33%	37%	61%	29%	48%	33%	46%	-	-	64%	0%	*		
Female	52%	44%	51%	*	42%	60%	-	-	*	*	46%	59%	14%	56%	39%	-	51%	-	-	*	*			
Reading	All	47%	42%	44%	*	34%	53%	-	*	*	43%	36%	58%	18%	48%	35%	40%	49%	-	50%	17%	*		
	Students																							
	CWD	21%	16%	18%	*	11%	19%	-	*	-	*	16%	29%	18%	-	0%	28%	0%	-	-	*	-		
	CWOD	50%	46%	48%	*	37%	57%	-	*	*	40%	40%	60%	-	48%	38%	43%	54%	-	50%	*	*		
	EL	23%	16%	35%	-	35%	-	-	-	-	37%	*	0%	38%	35%	32%	41%	-	-	-	-	-	-	
	Male	43%	38%	40%	*	30%	49%	-	*	-	40%	31%	58%	28%	43%	32%	40%	-	-	50%	*	*		
Female	51%	45%	49%	*	38%	58%	-	-	*	*	42%	58%	0%	54%	41%	-	49%	-	-	*	*			
Mathematics	All	51%	40%	50%	*	40%	59%	-	*	*	43%	44%	61%	28%	53%	35%	48%	52%	-	67%	17%	*		
	Students																							
	CWD	26%	20%	28%	*	26%	31%	-	*	-	*	31%	14%	28%	-	0%	32%	21%	-	-	*	-		
	CWOD	54%	43%	53%	*	42%	62%	-	*	*	60%	46%	63%	-	53%	38%	51%	56%	-	67%	*	*		
	EL	37%	22%	35%	-	35%	-	-	-	-	37%	*	0%	38%	35%	34%	37%	-	-	-	-	-	-	
	Male	50%	39%	48%	*	37%	58%	-	*	-	40%	41%	61%	32%	51%	34%	48%	-	-	67%	*	*		
Female	51%	40%	52%	*	44%	59%	-	-	*	*	47%	60%	21%	56%	37%	-	52%	-	-	*	*			
Science	All	53%	46%	54%	*	45%	63%	-	*	*	*	47%	65%	24%	59%	38%	53%	55%	-	*	*	*		
	Students																							
	CWD	25%	20%	24%	-	22%	17%	-	*	-	*	20%	*	24%	-	*	22%	25%	-	-	*	-		

		African		American			Two or			Non							
		Campus	American	Hispanic	White	Indian	Asian	Pacific	More	Econ	Econ	CWD	CWOD	EL	Male	Female	Migrant
Science	All	0%	*	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	0%	-
	Students																
	CWD	0%	-	0%	0%	-	*	-	*	0%	*	0%	-	*	0%	0%	-
	CWOD	0%	*	0%	0%	-	-	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-
	Female	0%	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-	0%	-

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

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

		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)
All Students												
Chronic Absenteeism												
	Male	33	0	8	23	2	0	0	0	0	5	2
	Female	13	0	5	8	0	0	0	0	5	2	2
	Total	46	0	13	31	2	0	0	0	5	7	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 religion	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 students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	26	0	8	14	0	2	0	2	2	5
	Female	13	0	8	5	0	0	0	0	5	2
	Total	39	0	16	19	0	2	0	2	7	7
Accelerated Coursework											
Advanced Placement Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
*** Indicates results are masked due to small numbers to protect student confidentiality. -' Indicates there are no students in the group. Blank cell indicates the student group is not applicable to this report.											

This section provides information on the professional qualifications of teachers, including information disaggregated by high- 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 School Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	5.0	10.2%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.1%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.0	-
-' Indicates there are no data available in the group. Blank cell Indicates data are not applicable to this report.		

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.

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%	*	1%	-	-
Mathematics	5,880	1%	*	1%	-	-
Grade 4						
Reading	6,312	2%	*	1%	-	-
Mathematics	6,311	2%	*	1%	-	-
Grade 5						
Reading	6,133	1%	7	2%	-	-
Mathematics	6,131	1%	7	2%	-	-
Science	6,133	1%	7	2%	-	-
Grade 6						
Reading	6,038	1%	11	3%	-	-
Mathematics	6,036	1%	11	3%	-	-
Grade 7						
Reading	5,616	1%	6	2%	-	-
Mathematics	5,616	2%	6	3%	-	-
Grade 8						
Reading	5,251	1%	7	2%	-	-
Mathematics	5,254	2%	7	2%	-	-
Science	5,250	1%	7	2%	-	-
End of Course						
English I	5,150	1%	7	1%	-	-
English II	4,680	1%	*	1%	-	-
Algebra I	5,122	1%	6	1%	-	-
Biology	4,954	1%	*	1%	-	-
All Grades						
All Subjects	101,751	1%	103	2%	-	-
Reading	45,064	1%	45	2%	-	-
Mathematics	40,350	1%	41	2%	-	-
Science	16,337	1%	17	2%	-	-
** Indicates results are masked due to small numbers to protect student confidentiality.						
* Indicates zero observations reported for this group.						

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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			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

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced		
			TX	US	TX	US	TX	US	TX	US	
Grade 8	Mathematics	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	
		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		
	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		

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%
Grade 8	Mathematics	Students with Disabilities	79%
		English Learners	97%
	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.

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.