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

Campus Name: DUBLIN INT Campus ID: 072902102 District Name: DUBLIN 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.

Name											Two						
Table Tabl					African			Amorioc-		Dacific	or More	Sneal-	l Econ				
RARP Percent at Phase-In Level II or Above Grade 4		State	Distric	tCampus		Hienani									Femal	MalaNa	liar
Fraced 4 Reading	AAR Percen					торат	CTTINCO	maian	Asian	isianae	114003	Lu	Diouu		Cilian	omaion	iigi
Reading		t at i naoo	0		1,5010												
Mathematics 2015 71% 82% 82% 89% 76% 69% 8 54% 89% 89% 76% 69% 2014 70% 69% 69% 69% 69% 8 61% 89% 89% 76% 69% 2014 72% 62% 62% 62% 54% 77% 8 61% 44% 71% 69% 59% 77% 77% 8 61% 44% 71% 69% 79% 77% 8 61% 44% 71% 60% 69% 69% 69% 69% 69% 8 61% 44% 71% 60% 69% 69% 69% 69% 69% 69% 69% 69% 69% 69		2015 71%	66%	66%	*	64%	69%	*		2		*	60%	28%	69%	63%	
Mathematics 2015 71% 82% 82% 89% 76% 69% 8 89% 76% 69% 72% 67% 69%					300			-		-	*	*				58%	
Viriting 2015 67% 65% 65% 65% 65% 65% 64% 69% - 66% 45% 72% 67% 67% 65% 62% 54% 77% - 61% 44% 71% 60% 67			•••			,,	0.70						0 1 70		0070	0070	
Writing 2015 67% 65% 65% 65% 65% 65% 65% 65% 64% 69% 66% 45% 72% 67%	Mathematics	s2015 71%	82%	82%		89%	76%			2	*	*	81%	89%	89%	76%	
Writing 2015 67% 65% 55% 62% 54% 77% 61% 44% 71% 60° 50° 50° 50° 50° 50° 50° 50° 50° 50° 5					3.0			2	12.	2	*	*				67%	-
Grade 5 Reading 2015 83% 82% 82% 86% 77% * * 57% 35% 70% 56* Reading 2015 83% 82% 82% 80% 82% * * 80% 69% 85% 79* 2014 86% 73% 73% 73% 71% 76% * 72% 40% 76% 71* Mathematics 2015 75% 84% 84% 86% 78% * * 83% 75% 90% 76* 2014 87% 80% 80% 80% 84% 75% * * 66% 38% 70% 69* Science 2015 69% 70% 70% 65% 65% 62% 69% * 66% 38% 70% 69* 2014 73% 65% 65% 65% 62% 69% * * 66% 38% 70% 69* Grade 6 Reading 2015 73% 61% 61% 59% 66% * * 57% * 72% 50* 2014 77% 76% 76% 76% 72% 82% * * 75% * 82% 72* Mathematics 2015 72% 73% 73% 73% 70% 77% * 69% * 76% 76* 2014 78% 81% 81% * 77% 84% * * 75% 50* 84H Grades All Subjects 2015 73% 72% 73% 88% 72% 75% 80% 50% 67% 41% 76% 67* Reading 2015 74% 73% 70% 66% 77% 80% 50% 67% 41% 76% 67* Mathematics 2015 73% 72% 70% 66% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 72% 70% 66% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 72% 70% 66% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 84% 79% * 58% 67% 32% 75% 65* Science 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 32% 74% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 32% 74% 67* Mathematics 2015 73% 77% 70% 66% 65% 66% 69% 80% 50% 67% 74% 68% 67* Mathematics 2015 73% 77% 70% 66% 69% 80% 50% 67% 74% 68% 67* Mathematics 2015 73% 77% 70% 66% 69% 80% 50% 67% 74% 68% 67* Mathematics 2015 73% 77% 70% 66% 69% 80% 50% 74% 68% 67% 32% 74% 67% 67* Mathematics 2015 73% 77% 70% 70% 66% 77% 80% 50% 70% 70% 60% 67% 77% 80% 50% 70% 70% 60% 67% 77% 80% 50% 70% 70% 60% 67% 70% 60% 67% 70% 60% 60% 70% 70% 60% 60% 70% 70% 60% 60% 70% 70%													/-				
Grade 5 Reading 2015 83% 82% 82% 86% 77% * * 57% 35% 70% 56* Reading 2015 83% 82% 82% 80% 82% * * 80% 69% 85% 79* 2014 86% 73% 73% 73% 71% 76% * 72% 40% 76% 71* Mathematics 2015 75% 84% 84% 86% 78% * * 83% 75% 90% 76* 2014 87% 80% 80% 80% 84% 75% * * 66% 38% 70% 69* Science 2015 69% 70% 70% 65% 65% 62% 69% * 66% 38% 70% 69* 2014 73% 65% 65% 65% 62% 69% * * 66% 38% 70% 69* Grade 6 Reading 2015 73% 61% 61% 59% 66% * * 57% * 72% 50* 2014 77% 76% 76% 76% 72% 82% * * 75% * 82% 72* Mathematics 2015 72% 73% 73% 73% 70% 77% * 69% * 76% 76* 2014 78% 81% 81% * 77% 84% * * 75% 50* 84H Grades All Subjects 2015 73% 72% 73% 88% 72% 75% 80% 50% 67% 41% 76% 67* Reading 2015 74% 73% 70% 66% 77% 80% 50% 67% 41% 76% 67* Mathematics 2015 73% 72% 70% 66% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 72% 70% 66% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 72% 70% 66% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 84% 79% * 58% 67% 32% 75% 65* Science 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 44% 76% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 32% 74% 67* Mathematics 2015 73% 77% 79% 81% 77% 80% 50% 67% 32% 74% 67* Mathematics 2015 73% 77% 70% 66% 65% 66% 69% 80% 50% 67% 74% 68% 67* Mathematics 2015 73% 77% 70% 66% 69% 80% 50% 67% 74% 68% 67* Mathematics 2015 73% 77% 70% 66% 69% 80% 50% 67% 74% 68% 67* Mathematics 2015 73% 77% 70% 66% 69% 80% 50% 74% 68% 67% 32% 74% 67% 67* Mathematics 2015 73% 77% 70% 70% 66% 77% 80% 50% 70% 70% 60% 67% 77% 80% 50% 70% 70% 60% 67% 77% 80% 50% 70% 70% 60% 67% 70% 60% 67% 70% 60% 60% 70% 70% 60% 60% 70% 70% 60% 60% 70% 70%	Writing	2015 67%	65%	65%	•	64%	69%			·	*	*	61%	44%	71%	60%	*
Grade 5 Reading 2015 83% 82% 82% 80% 82% 80% 69% 85% 79% 71% 76% 72% 40% 76% 71% 76% 72% 40% 76% 71% 76% 72% 40% 76% 71% 76% 72% 40% 76% 71% 76% 72% 40% 76% 71% 76% 72% 40% 76% 71% 76% 72% 40% 76% 71% 76% 75% 79% 65% 82% 79% 80% 60% 82% 79% 80% 60% 38% 70% 60% 82% 79% 80% 66% 38% 70% 69% 80% 63% 35% 71% 60% 60% 60% - 80% 60% 35% 71% 60% 60% 60% - 80% 60% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 82% - 80% 82% 72% 72% 72% 72% 72% 82% - 80% 82% 72% 72% 72% 72% 72% 82% - 80% 82% 72%					*					-	*	*					_
Reading 2015 83% 82% 28% 80% 82% - - - * 80% 69% 85% 71% 76% - - * 80% 69% 71% 76% - - * 80% 60% 70% 71% 76% - - * 83% 75% 90% 71% Science 2014 87% 80% 80% 80% 63% 79% - - * 66% 38% 70% 69% - - * 66% 38% 70% 69% - - * 66% 38% 70% 69% - - * 66% 38% 70% 69% - - * 63% 85% 70% 66% - - - * 57% 80% 72% 50% 66% - - - * 57% * 72% 50% 50% 72%		20111270	0270	/-		0170							0.70	00 /0		0070	
Reading 2015 83% 82% 28% 80% 82% - - - * 80% 69% 85% 71% 76% - - * 80% 69% 71% 76% - - * 80% 60% 70% 71% 76% - - * 83% 75% 90% 71% Science 2014 87% 80% 80% 80% 63% 79% - - * 66% 38% 70% 69% - - * 66% 38% 70% 69% - - * 66% 38% 70% 69% - - * 66% 38% 70% 69% - - * 63% 85% 70% 66% - - - * 57% 80% 72% 50% 66% - - - * 57% * 72% 50% 50% 72%	Frade 5																
Mathematics 2014 86% 73% 73% 73% 71% 76% 72% 40% 76% 71% 76% 2014 87% 80% 80% 84% 75% * 83% 75% 90% 78% 79% 5014 87% 80% 80% 84% 75% * * 83% 75% 82% 79% 5014 73% 65% 65% 65% 62% 69% * * * 66% 38% 70% 69% 69% 69% * * 66% 38% 70% 69% 69% 69% * * 66% 35% 71% 60% 60% 60% 60% * * 57% * 72% 50% 60% 60% 60% 60% * * 75% * 72% 50% 60% 72% 82% * * 75% * * 82% 72% 72% 82% * * 75% * * 82% 72% 72% 82% * * 75% 50% 87% 76% 76% 76% 76% 77% 84% * * 66% 35% 76%		2015.83%	82%	82%	(*	80%	82%		-	-	*	*	80%	69%	85%	79%	
Mathematics 2015 75% 84% 84% 86% 78% * 83% 75% 90% 78% 2014 87% 80% 80% 84% 75% * * 83% 75% 90% 78% 82% 799	. todag								-	-	-	*					
Science 2015 69% 70% 70% 65% 65% 65% 65% 65% 65% 65% 65% 65% 65		_0110070	, 5 /0	. 3 /0		. 1 /0	, 0 ,0			-	-		. 2 /0	40 /0	, 5 /0	/0	
Science 2015 69% 70% 70% 65% 65% 65% 65% 65% 65% 65% 65% 65% 65	Mathematics	2015 75%	84%	84%	*	86%	78%	ne.		-	*	*	83%	75%	90%	78%	_
Science 2015 69% 70% 70% 65% 65% 62% 69% * * 66% 38% 70% 69% 65% 65% 65% 65% 69% * * 63% 35% 71% 605 65% 65% 65% 62% 69% * * 63% 35% 71% 605 65% 65% 65% 65% 62% 69% * * 63% 35% 71% 605 65% 65% 65% 65% 66% 69% * * 57% * 72% 505 605 60% 60% 60% 60% 60% 60% 60% 60% 60% 60%	THE RESERVE OF THE RE							-	-	2	=	*					
Grade 6 Reading 2015 73% 61% 61% * 59% 66% * 63% 35% 71% 60% 72% 82% * * 57% * 72% 50% 72% 82% * * 75% * 82% 72% 72% 82% * * 75% 50% 87% 76% 76% 78% 73% 73% 77% 84% * * 69% * 76% 76% 76% 76% 76% 76% 76% 76% 76% 76%		20140170	0070	0070		0470	1070						7 5 70	0070	OZ 70	1070	
Grade 6 Reading 2015 73% 61% 61% * 59% 66% * 63% 35% 71% 60% 72% 82% * * 57% * 72% 50% 72% 82% * * 75% * 82% 72% 72% 82% * * 75% 50% 87% 76% 76% 78% 73% 73% 77% 84% * * 69% * 76% 76% 76% 76% 76% 76% 76% 76% 76% 76%	Science	2015 60%	70%	70%	5 * 0	63%	70%				*	*	66%	38%	70%	60%	
Grade 6 Reading 2015 73% 61% 61% * 59% 66% * * 57% * 72% 50% 72% 82% * * 75% * 82% 72% 82% * * 75% * 82% 72% 82% * * 75% * 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 69% * 76% 70% 70% 84% * * 75% 50% 87% 76% 70% 84% * * 75% 50% 87% 76% 70% 84% * * 75% 50% 87% 76% 70% 84% * * 75% 50% 87% 76% 70% 84% * * 75% 50% 87% 76% 70% 84% * * 75% 50% 87% 76% 70% 84% * * 80% 50% 67% 41% 76% 67% 72% 72% 71% 100% 67% 77% 80% 50% 67% 41% 76% 67% 82% 72% 72% 70% * 64% 79% * 58% 67% 32% 74% 67% 84% 79% * 58% 67% 32% 74% 67% 84% 79% * 58% 67% 32% 74% 67% 84% 74% 84% 84% 74% 84% 84% 74% 84% 84% 74% 84% 84% 74% 84% 84% 74% 84% 84% 75% 85% 62% 54% 77% * 58% 74% 54% 84% 74% 84% 84% 75% 60% 65% 62% 54% 77% * * 66% 38% 70% 69% 85% 62% 54% 77% * * 66% 38% 70% 69% 85% 62% 54% 77% * * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 85% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 65% 62% 69% * 66% 38% 70% 69% 60% 65% 62% 69% * 66% 38% 70% 69% 60% 65% 62% 69% *	Ocience				*			0.65	-31			*					*
Reading 2015 73% 61% 61% 76% 76% 75% 59% 66% * * 57% * 72% 50% 72% 82% * * 75% * 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * * 75% 82% 72% 82% 72% 82% * * * 75% 82% 72% 82% 72% 82% * * * 75% 82% 72% 82% 72% 82% * * * 75% 50% 87% 72% 72% 82% * * * 75% 50% 87% 72% 72% 84% * * * 75% 50% 87% 76% 76% 76% 77% 84% * * * 75% 50% 87% 76% 76% 76% 76% 77% * 80% 50% 67% 41% 76% 67% 82% 72% * * - * 32% 66% 35% 75% 65% 67% 2014 75% 72% 70% * 64% 79% * * 58% 67% 32% 74% 67% 82% 72% 82% 72% 82% 72% 82% 74% 54% 81% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 82% 82% 82% 82% 82% 82% 82% 82		2014/3/0	0576	05/6		02 /0	09 /0		-	-	•		0376	33 /0	/ 1 /0	00 /6	
Reading 2015 73% 61% 61% 76% 76% 75% 59% 66% * * 57% * 72% 50% 72% 82% * * 75% * 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * 75% * 82% 72% 82% 72% 82% * * * 75% 82% 72% 82% 72% 82% * * * 75% 82% 72% 82% 72% 82% * * * 75% 82% 72% 82% 72% 82% * * * 75% 50% 87% 72% 72% 82% * * * 75% 50% 87% 72% 72% 84% * * * 75% 50% 87% 76% 76% 76% 77% 84% * * * 75% 50% 87% 76% 76% 76% 76% 77% * 80% 50% 67% 41% 76% 67% 82% 72% * * - * 32% 66% 35% 75% 65% 67% 2014 75% 72% 70% * 64% 79% * * 58% 67% 32% 74% 67% 82% 72% 82% 72% 82% 72% 82% 74% 54% 81% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 74% 82% 82% 82% 82% 82% 82% 82% 82% 82% 82	Prado 6																
2014 77% 76% 76% * 72% 82% * * * 75% * 82% 725		2015 720/	C10/	C40/		E00/	660/					*	E70/	*	720/	E00/	
Mathematics 2015 72% 73% 73% 73% 77% 77% 84% * * 69% * 76% 70% 77% 76% 76% 76% 76% 76% 76% 76% 76% 76	Reading				***				-	-	-						-
All Grades All Subjects 2015 73% 72% 73% 88% 72% 75%		2014/1%	70%	10%		12%	02%	•	-	5		-	75%		82%	12%	•
All Grades All Subjects 2015 73% 72% 73% 88% 72% 75%	Mathamatica	2015 720/	720/	720/		700/	770/					*	CO0/	*	700/	700/	
All Grades All Subjects 2015 73% 72% 73% 88% 72% 75%	wainematics								-	-		*					-
All Subjects 2015 73% 72% 73% 88% 72% 75% * * - 67% 40% 70% 49% 78% 68% 72% 75% * * - 67% 40% 70% 49% 78% 68% 72% 75% 80% 50% 67% 41% 76% 67% 71% 71% 100% 67% 77% 80% 50% 67% 41% 76% 67% 70% * 68% 72% * * - * 32% 66% 35% 75% 65% 2014 75% 72% 70% * 64% 79% * 58% 67% 32% 74% 67% 74% 73% 70% * 81% 77% * * - * 52% 77% 70% 84% 75% 2014 76% 76% 77% * 76% 77% * 58% 74% 54% 81% 74% 74% 74% 74% 74% 74% 74% 75% 76% 77% * 58% 74% 54% 81% 74% 74% 74% 74% 75% 75% 65% 62% * 54% 77% * * 57% 35% 70% 56% 74% 75% 75% 75% 65% 62% * 54% 77% * * 57% 35% 70% 56% 71% 60% 75% 71% 60% 65% * 62% 69% * * 63% 35% 71% 60% 71% 71% 60% 71% 71% 60% 71% 71% 71% 60% 71% 71% 71% 71% 71% 71% 71% 71% 71% 71		2014 / 8%	01%	81%		1170	04%		-	5			75%	50%	8/%	70%	-
All Subjects 2015 73% 72% 73% 88% 72% 75% * * - 67% 40% 70% 49% 78% 68% 72% 75% * * - 67% 40% 70% 49% 78% 68% 72% 75% 80% 50% 67% 41% 76% 67% 71% 71% 100% 67% 77% 80% 50% 67% 41% 76% 67% 70% * 68% 72% * * - * 32% 66% 35% 75% 65% 2014 75% 72% 70% * 64% 79% * 58% 67% 32% 74% 67% 74% 73% 70% * 81% 77% * * - * 52% 77% 70% 84% 75% 2014 76% 76% 77% * 76% 77% * 58% 74% 54% 81% 74% 74% 74% 74% 74% 74% 74% 75% 76% 77% * 58% 74% 54% 81% 74% 74% 74% 74% 75% 75% 65% 62% * 54% 77% * * 57% 35% 70% 56% 74% 75% 75% 75% 65% 62% * 54% 77% * * 57% 35% 70% 56% 71% 60% 75% 71% 60% 65% * 62% 69% * * 63% 35% 71% 60% 71% 71% 60% 71% 71% 60% 71% 71% 71% 60% 71% 71% 71% 71% 71% 71% 71% 71% 71% 71	II Crades																
Reading 2015 74% 73% 70% * 68% 72% * * - * 32% 66% 35% 75% 65% 2014 75% 72% 70% * 64% 79% * * 58% 67% 32% 74% 67% 72% 70% * 64% 79% * * 58% 67% 32% 74% 67% 72% 70% * 64% 79% * * 58% 67% 32% 74% 67% 74% 67% 2014 76% 76% 77% * 76% 77% * 58% 74% 54% 81% 74% 74% 74% 74% 74% 75% 75% 65% 62% * 54% 77% * * 58% 74% 54% 81% 74% 74% 75% 75% 65% 62% * 54% 77% * * 58% 74% 54% 81% 74% 74% 75% 75% 75% 70% 56% 77% * * 58% 74% 54% 81% 74% 74% 75% 75% 75% 70% 56% 77% * * * 57% 35% 70% 56% 70% 56% 70% 70% * * * 57% 35% 70% 56% 70% 70% 70% 70% 70% 60% 70% * * * 63% 35% 71% 60% 70% 70% 70% 70% 70% 70% 70% 70% 70% 7		2045 720/	700/	720/	000/	700/	750/		**		070/	400/	700/	400/	700/	000/	*
Reading 2015 74% 73% 70%	All Subjects								18.11	77							*
2014 75% 72% 70%		2014 /5%	71%	71%	100%	6/%	11%	•	-	*	80%	50%	6/%	41%	16%	6/%	
2014 75% 72% 70% * 64% 79% * 58% 67% 32% 74% 679 Mathematics 2015 73% 77% 79% * 81% 77% * * - * 58% 74% 54% 81% 749 Writing 2015 68% 66% 65% * 64% 69% * * - * * 57% 35% 70% 569 Science 2015 75% 71% 70% * 63% 79% * * 66% 38% 70% 699 2014 77% 60% 65% * 62% 69% * * 63% 35% 71% 609 TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 379 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 339 Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 359	Deadles	0045740/	700/	700/		000/	700/					000/	000/	0.50/	750/	050/	*
Mathematics2015 73% 77% 79% 81% 77% * * * - * 52% 77% 70% 84% 75% 76% 77% * 58% 74% 54% 81% 74% 74% 74% 74% 74% 74% 74% 74% 65% 62% * 54% 77% * * 57% 35% 70% 56% 56% 54% 77% * * * 61% 44% 71% 60% 56% 56% * 62% 54% 77% * * * 57% 35% 70% 56% 56% 54% 77% * * * 66% 38% 70% 69% 70% 56% 71% 60% 70% 65% 62% 69% * * 63% 35% 71% 60% 70% 60% 70% 60% 70% 60% 65% * 62% 69% * * 63% 35% 71% 60% 70% 60% 70% 60% 70% 60% 70% 60% 65% * 62% 69% * * 63% 35% 71% 60% 70% 60% 70% 60% 70% 60% 70% 60% 65% * 62% 69% * * 63% 35% 71% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 60% 70% 70% 70% 70% 70% 70% 70% 70% 70% 7	Reading				**					5	2						*
2014 76% 76% 77% * 76% 77% * 58% 74% 54% 81% 749 Writing 2015 68% 66% 65% * 64% 69% * * - * * 61% 44% 71% 609 2014 71% 65% 62% * 54% 77% * * 57% 35% 70% 569 Science 2015 75% 71% 70% * 63% 79% * * 66% 38% 70% 699 2014 77% 60% 65% * 62% 69% * 63% 35% 71% 609 TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 379 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 339 Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 359		2014 /5%	12%	70%	.50	64%	79%		-	8	<i>2</i> 2;	58%	6/%	32%	74%	6/%	•
2014 76% 76% 77% * 76% 77% * 58% 74% 54% 81% 749 Writing 2015 68% 66% 65% * 64% 69% * * - * * 61% 44% 71% 609 2014 71% 65% 62% * 54% 77% * * 57% 35% 70% 569 Science 2015 75% 71% 70% * 63% 79% * * 66% 38% 70% 699 2014 77% 60% 65% * 62% 69% * 63% 35% 71% 609 TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 379 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 339 Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 359				====		0.404					-	===/			0.407		
Writing 2015 68% 66% 65%	Mathematics							*	*	5	2						*
2014 71% 65% 62% * 54% 77% * * 57% 35% 70% 569 Science 2015 75% 71% 70% * 63% 79% * * 66% 38% 70% 699 2014 77% 60% 65% * 62% 69% * 63% 35% 71% 609 TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 339 Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 359		2014 76%	76%	77%	(5 0)	76%	77%	-	-	8	7	58%	74%	54%	81%	74%	*
2014 71% 65% 62% * 54% 77% * * 57% 35% 70% 569 Science 2015 75% 71% 70% * 63% 79% * * 66% 38% 70% 699 2014 77% 60% 65% * 62% 69% * 63% 35% 71% 609 TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 339 Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 359																	
Science 2015 75% 71% 70%	Writing							*	*	-	*:					60%	*
2014 77% 60% 65% * 62% 69% * 63% 35% 71% 60% TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 33% Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 35%		2014 71%	65%	62%	•	54%	77%	₩:	-	×	*	*	57%	35%	70%	56%	-
2014 77% 60% 65% * 62% 69% * 63% 35% 71% 60% TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 33% Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 35%																	
TAAR Percent at Final Level II or Above All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 33% Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 35%	Science				3*0			75	57.5	=	*	*				69%	5
All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 33% Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 35%		2014 77%	60%	65%		62%	69%	-	-	=	-	*	63%	35%	71%	60%	*
All Grades All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 35% 36% 38% 27% 45% 50% 19% 31% 9% 36% 35% 36% 36% 38% 27% 45% 50% 19% 31% 9% 36% 35% 36% 36% 36% 36% 36% 36% 36% 36% 36% 36																	
All Subjects 2015 38% 36% 38% 25% 30% 50% * * - 47% 9% 33% 9% 39% 37% 2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 31% 9% 36% 33% 36% 38% 27% 45% 50% 19% 30% 4% 35% 35%		t at Final L	evel II.	or Above	•												
2014 39% 34% 34% 38% 27% 45% 50% 19% 31% 9% 36% 339 Reading 2015 40% 37% 35% * 26% 49% * - * 9% 30% 4% 35% 35%																	
Reading 2015 40% 37% 35% * 26% 49% * * - * 9% 30% 4% 35% 35%	All Subjects							*	360	•							*
Reading 2013 40 % 37 % 33 % 20 % 45 % 5 % 5 % 5 % 5 % 5 % 5 % 5 % 5 %		2014 39%	34%	34%	38%	27%	45%	•	-	=	50%	19%	31%	9%	36%	33%	*
Reading 2013 40 % 37 % 33 % 20 % 45 % 5 % 5 % 5 % 5 % 5 % 5 % 5 % 5 %																	
2014 42% 37% 32 % 27% 39% 17% 29% 8% 34% 30%	Reading			35%				*	396	-		9%			35%	35%	*
		2014 42%	37%	32%		27%	39%	₩,	-	×	*	17%	29%	8%	34%	30%	*
Mathematics2015 36% 41% 47% * 40% 57% * * - * 14% 41% 20% 47% 47%	Mathematics	s2015 36%	41%	47%	*	40%	57%	*	*	=	*	14%	41%	20%	47%	47%	*
2014 37% 37% 40% * 32% 51% * 25% 37% 14% 42% 39%								-	- 1	-	*						*
201+3170 3170 40 70 32 3270 3170 2370 3170 1470 4270 33		201431%	3170	40%		3270	5170	-		-	(0)	25%	3/70	1470	4270	3370	

0%

												Two						
					African				erican				e Spec	ial Eco				
	Sta	teDist	trictCa	ampus/	America	nHispa	nicWh	ite In	dian	Asianls	land	derRace	es Ec	Disa	dvELL	Female	MaleM	ligi
Writing	2015 319	% 26	%	19%	*	119	6 28	%	*	*	-	*	*	16%	6 0%	20%	18%	*
	2014 34			26%	*	159			×	360	(4)	*	*	23%			21%	
Science	2015 40	% 35	3%	35%	*	279	6 48	%		; e-:	ower.		*	29%	6 0%	43%	29%	
	2014 40			33%	*	25%			4	843	2	3 €0	*			31%		*
AAR Percent	t at Leve	I III Ad	dvanc	ed														
All Grades																		
All Subjects	2015 14° 2014 14°			16% 12%	0% 0%	109 8%			*	*	7	40% 20%					18% 13%	*
	2014 14	<i>7</i> 0 11	70	12 /0						0.71	-						1370	
	2015 15° 2014 14°			17% 12%	*	9% 6%			*			*	5% 8%				19%	*
	2014 14	70 II	70	1270		070	5 22	70	•	-	-		07	0 70	0 70	11%	13%	
Mathematics				22%	*	189			*	*	7	*	0%				27%	*
	2014 15	% 14	%	17%	*	139	6 24	%	*	(*)	*		8%	5 149	6%	17%	17%	*
Writing	2015 89	6 5°	%	4%	*	0%			*	*	-	*	*	3%			4%	*
	2014 6%	6 1°	%	1%	*	0%	49	%	3	(*)	-	*	*	1%	0%	3%	0%	•
Science	2015 149	% 9º	%	5%	*	2%	12	%		-			*	3%	0%	5%	6%	
	2014 13			8%	*	5%			-	-		(4)	*	4%			11%	*
Reading			99% 99%			100%	100% 100%		100% -	100% -	e e	100%						10
Mathematics	;	2015				100%	100%		100%	100%	2	100%		100%				10
NAT-MARK						4000/			4000/	4000/		1000/						40
vvriting			99% 99%	99%	100%	100%	100%		100%	100%	ē	100%						10
Science		2015 2014		100% 100%		100%	100% 100%			5 5	<u>≘</u>	100%						
Mathematics Writing		2014 2015 2014 2015 2014 2015 2014	99% 99% 99% 99% 99% 99%	100% 100% 100% 99% 99% 100%	100% 100% 100% 100% 100% 100%	* 100% * 100% * 100% *	100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100%	100%	- 100% - 100% - -	30 30 40 500 40 (00) 40	* 100% * 100% * 100% -	100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100%		100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100%	100% 100% 100% 100% 100% 100% 100% 100%
ing Tests of Participar			2015	98%	100%	100%	* 1	100%	100%	E 8	7.0	n =	1009	6 1009	/o *		100%	100% 100%
STAAR/E	OC With	No	2015	17%	22%	23%		25%	23%				23%			33%	19%	
% STAAR/E	OC With																	
commodation:			2015 2015	71% 10%	65% 14%	73% 5%	*	75% 0%	69% 8%	2 2		2 9	73% 5%			50% 17%	81% 0%	•
			4U I O	1070			*				-							
STAAR Al % of Non-Parti			2015	2%	0%	0%		0%	0%	5 8	50		0%	U 70		0%	0%	
6 of Non-Parti thematics Te	icipants sts	:		2% 99%		0% 100%		0% 100%	0% 100%	5 8 5 8	50 50		1009			0% 100%		6
6 of Non-Parti hthematics Tes 6 of Participar 6 STAAR/EG commodations	icipants sts nts OC With s	: No	2015				* 1			# 8 # 8				% 100°	% ·*·			
% of Non-Parti othematics Tes % of Participar	sts onts OC With s OC With	No :	2015 2015	99%	100%	100%	* 1	100%	100%		*** *** ***		1009	% 100% 5 16%	% * 5 *	100%	100%	1

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

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

2015 1%

% of Non-Participants

0%

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

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

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

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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	(Current & Monitored)	ELL+
Performance Status ±	1-1-2-2-1	7 111101110411	· · · · · · · · · · · · · · · · · · ·	********			10.00.00					
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N		N	N	n/a	n/a	n/a	n/a	N		N	n/a
Mathematics	N		N	N	n/a	n/a	n/a	n/a	Ν		N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ		n/a	Υ
Mathematics	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ		n/a	Υ
Federal Graduation S	tatus (Tare	et: See Re	ason Cod	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, Graduation uses ELL (Ever HS) rate

**** Federal Graduation Rate Reason Codes:

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	022 2		American		Pacific	More	Econ		(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current
Performance Rates ‡												
Reading									(4)			
# at Phase-in	179	*	106	66	*			. 9	143	7	50	n/a
Satisfactory Standard	110								1.0		00	(5776)
Total Tests	252	*	156	87	*	*	19	- *	212	20	80	46
% at Phase-in	71%				*	*	1/4		67%	35%	63%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	204	*	127	70	*		6 64	<u> </u>	166	11	64	n/a
Satisfactory Standard												
Total Tests	252	*	156	87	*		9	- *	212	20	80	46
% at Phase-in	81%	*	81%	80%	/*				78%	55%	80%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	50	*	29	18	:*	*			40		21	n/a
Satisfactory Standard												
Total Tests	74	*	45	24	. *	*	i a	*	63		33	
	68%	*	64%	75%	*	*	0.0	*	63%		64%	n/a

								Two			- 1.1	
							D	or			ELL	le.
	All Students	African American	Hispanic		American Indian	Asian	Pacific Islander			Ed	(Current & Monitored)	ELL (Curren
% at Phase-in			-									
Satisfactory Standard												
Science												
# at Phase-in	62	. *	34	25	-				49	59	16	r
Satisfactory Standard												
Total Tests	87	*	55	29	-	=			73	*	27	
% at Phase-in	71%	*	62%	86%					67%	*	59%	r
Satisfactory Standard												
Social Studies												
# at Phase-in			-		(8						-	r
Satisfactory Standard												
Total Tests	72	10 ¥	72	14	: ÷				-	2	-	
% at Phase-in		e -										g - I
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 As	sessments	S										
Number Participating	266	*	159	97		*	•	- 5		22		
Total Students	266	*	109	97	*	*	٠.	- 5		22		
	4000/	*	100%	100%	*	*		- 100%	100%	100%	n/a	100
Participation Rate	100%											
Participation Rate Nathematics: 2014-201												
		nents	109	96		*	,	5		21		
Nathematics: 2014-201	5 Assessm	nents *	109	96 96		*		5 5 100%				

								Two or			ELL	
	All Students	African American	Hisnanic	White	American Indian	Asian	Pacific Islander	More	Econ Disady	Special Ed	(Ever	ELL (Current
Federal Graduation Ra		American	mapamo	William	maian	Adian	ioianaoi	rtaoco	Dioday		110/	Journali
I-year Longitudinal Co		uation Rat	e (Gr 9-12)	: Class	of 2014							
Number Graduated	T.		2 3	8 8	48 34	8 8	e2 24		9		8 3	- n/
Total in Class							e :				9 9	
Graduation Rate	-											- n/
I-year Longitudinal Co	hort Grad	uation Rat	e (Gr 9-12)	: Class	of 2013							
Number Graduated				g =			54 D3		- 1		6 1	- n/
Total in Class												•
Graduation Rate	4					1 1	B 5		9		5 3	- n/
5-year Extended Grad	uation Rate	Gr 9-12)	: Class of	2013								
Number Graduated		e .			-: :-	3	- 0			e (e	9 3	- n/
Total in Class	-	§ 1	1 4		27 %	0 14	å: 10				8 3	
Graduation Rate							. 11		1.5		n s	- n/
District: Met Federal L Reading Number Proficient Total Federal Cap Limit Mathematics Number Proficient Total Federal Cap Limit	n/a n/a n/a n/a n/a		Assessme	nts								
Indicates results and When only one rac Indicates there are n/a' Indicates data are	ial/ethnic gr no students	oup is mas in the gro	ked, then t up.					is maske	ed (regard	dless of siz	ze).	

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 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: No High Progress School: No

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
0.0	0.0%	0.0%	0.9%
19.7	95.2%	89.5%	75.1%
1.0	4.8%	10.5%	23.4%
0.0	0.0%	0.0%	0.6%
0.0	0.0%	0.0%	0.6
	0.0 19.7 1.0	0.0 0.0% 19.7 95.2% 1.0 4.8%	Number Percent District Percent 0.0 0.0% 0.0% 19.7 95.2% 89.5% 1.0 4.8% 10.5%

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.

High Poverty Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		17	0	17
Total Number of Classes		35	0	35
Number of Classes Taught by Highly Qualified Teachers	Number	35	0	35

		General Education	Special Education	Total
	Percent	100.00%	- 12	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	d
3 , 3 , ,	Percent	0.00%	39	0.00%

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

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

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

	Number of Teachers					
	General Education	Special Education				
Highly Qualified	2	(
Not Highly Qualified	0	C				

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
	1.11.24-2.24-11	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
		National School Lunch Program	46	54	20	3

Cuada	Cubicat	Ch. da na Comania	%	% At or Above	% At or Above	% At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
	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 8	Reading	Overall	28	72	28	2
	•	American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		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

Subject	Student Group	%
Reading	Students with Disabilities	72
52.52.2	Limited English Proficient	92
Mathematics	Students with Disabilities	80
	Limited English Proficient	95
Reading	Students with Disabilities	81
_	Limited English Proficient	95
Mathematics	Students with Disabilities	81
	Limited English Proficient	90
	Reading Mathematics Reading	Reading Students with Disabilities Limited English Proficient Mathematics Students with Disabilities Limited English Proficient Reading Students with Disabilities Limited English Proficient Mathematics Students with Disabilities

Source: TEA Division of Student Assessment