Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools Campus Name: J A HARGRAVE EL Campus ID: 220912109 District Name: CROWLEY 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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

	State	District	Campus	African American	Hispanic		American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
ove Appro	aches	Grade Le	vel (2017) or Level	II Satisfac	tory Sta	andard (20	16)								
2017 2016	72% 72%	65% 66%	55% 56%	50% 45%	62% 63%	* 88%	- *	*	- *	*	*	54% 49%	69% 63%	56% 69%	53% 44%	-
2017	76%	68%	57%	45%	70%	*	-	*	-	*	*	55%	81%	56%	57%	-
2016	74%	66%	49%	39%	54%	75%	*	-	*	*	*	44%	56%	51%	46%	-
2017	69%	60%	51%	41%	64%	*	*	-	-	*	*	42%	62%	60%	43%	-
2016	74%	66%	65%	69%	59%	78%	-	*	*	*	*	65%	50%	75%	54%	-
2017	74%	70%	59%	47%	74%	71%	*	-	-	*	*	56%	81%	61%	57%	-
2016	72%	68%	50%	44%	53%	78%	-	*	*	*	*	44%	55%	60%	39%	-
2017	64%	52%	48%	37%	56%	86%	*	-	-	*	*	42%	52%	65%	30%	-
2016	68%	61%	49%	54%	38%	56%	-	*	*	*	*	46%	35%	56%	39%	-
2017	74%	63%	54%	43%	65%	61%	*	*	-	73%	15%	50%	68%	60%	48%	-
2016	74%	64%	54%	50%	54%	74%	*	50%	*	*	*	49%	51%	62%	45%	-
2017	71%	61%	53%	45%	63%	50%	*	*	-	*	*	48%	65%	58%	48%	-
2016	72%	63%	61%	57%	61%	82%	*	*	*	*	*	56%	56%	72%	49%	-
2017	78%	67%	58%	46%	72%	58%	*	*	-	*	23%	56%	81%	59%	57%	-
2016	75%	65%	50%	42%	54%	76%	*	*	*	*	*	44%	56%	56%	43%	-
2017	66%	54%	48%	37%	56%	86%	*	-	_	*	*	42%	52%	65%	30%	_
2016	68%	59%	49%	54%	38%	56%	-	*	*	*	*	46%	35%	56%	39%	-
	2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017	2017 72% 2016 72% 2017 76% 2017 76% 2016 74% 2017 69% 2016 74% 2017 64% 2017 64% 2017 74% 2016 72% 2017 74% 2016 72% 2017 74% 2016 72% 2017 74% 2016 72% 2017 74% 2016 74% 2017 74% 2017 74% 2017 74% 2017 74% 2017 78% 2017 78% 2016 75% 2017 66%	2017 72% 65% 2016 72% 66% 2017 76% 68% 2016 74% 66% 2017 69% 60% 2017 74% 66% 2017 74% 66% 2017 74% 60% 2017 74% 60% 2017 74% 60% 2017 74% 63% 2016 74% 63% 2017 74% 63% 2016 74% 63% 2017 74% 63% 2017 74% 63% 2017 74% 63% 2016 74% 64% 2017 71% 61% 2016 72% 63% 2017 78% 67% 2016 75% 65% 2017 66% 54%	2017 72% 65% 55% 2016 72% 66% 56% 2017 76% 68% 57% 2016 74% 66% 49% 2017 69% 60% 51% 2017 74% 66% 55% 2017 74% 66% 55% 2017 74% 66% 55% 2017 74% 66% 59% 2016 72% 68% 50% 2017 74% 61% 48% 2017 74% 63% 54% 2017 74% 63% 54% 2017 74% 63% 54% 2017 71% 61% 53% 2017 78% 67% 58% 2017 78% 67% 50% 2017 78% 67% 50% 2016 75% 65% 50% 2017 66% 54%<	State District Campus American ove Approaches Grade Level (2017) or Level 1 2017 72% 65% 55% 50% 2016 72% 66% 56% 45% 2017 76% 68% 57% 45% 2016 74% 66% 51% 41% 2016 74% 66% 55% 69% 2017 69% 60% 51% 41% 2016 74% 66% 59% 47% 2016 74% 70% 59% 47% 2017 74% 70% 59% 47% 2016 72% 68% 50% 44% 2017 64% 52% 48% 37% 2016 74% 63% 54% 43% 2017 74% 63% 54% 50% 2016 74% 63% 54% 50% 2017 71% 61%	State District Campus American Hispanic District Campus American Hispanic	State District Campus American Hispanic White District Campus American Hisp	State District Campus American Hispanic White Indian Dive Approaches Grade Level (2017) or Level II Satisfactory Standard (20 2017 72% 65% 55% 50% 62% * - 2016 72% 66% 56% 45% 63% 88% * 2016 72% 66% 56% 45% 63% 88% * 2017 76% 68% 57% 45% 70% * - 2016 74% 66% 49% 39% 54% 75% * 2017 69% 60% 51% 41% 64% * * 2017 74% 70% 59% 47% 74% 71% * 2017 74% 70% 59% 47% 74% 71% * 2017 74% 63% 50% 44% 53% 78% - 2016 74% 63% 54% 43% 56% 64% <	State District Campus American Hispanic White Indian Asian xve Approaches Grade Level (2017) or Level II Satisfactory Standard (2016) 2017 72% 65% 55% 50% 62% * - * 2016 72% 66% 55% 50% 62% * - * 2017 76% 68% 57% 45% 70% * - * 2017 76% 68% 57% 45% 70% * - * 2017 76% 66% 51% 41% 64% * - * 2016 74% 66% 55% 69% 59% 78% - * 2017 74% 70% 59% 47% 74% 71% * - 2017 74% 70% 59% 47% 74% 78% - * 2017 74% 63% 54% 43%	State District Campus American Hispanic White Indian Asian Islander Sve Approaches Grade Level (2017) or Level II Satisfactory Standard (2016) - - - - 2017 72% 65% 55% 50% 62% * - - - 2016 72% 66% 56% 45% 63% 88% * - - * -	State District Campus American Hispania White American Indian Asam Pacific Manded Reserved Res	Image: State District Campus Americal Hispanic White American India Asian Pacific Network More Special Relevance 2017 72% 65% 55% 50% 62% * - * - *	Image: State District Campus American Hispanic Methic Indian American Indian Pacific Indian Nore Red Special Econ District 2017 72% 65% 55% 50% 62% * - - - * * 54% 2017 72% 66% 55% 50% 62% * - - - * * 54% 2017 76% 66% 57% 45% 63% * - - - * * 55% 2017 76% 66% 57% 45% 70% * - - - * 44% 2016 74% 66% 65% 69% 59% 76% 76% - - - * 42% 2016 74% 76% 59% 47% 74% 71% - - - * 42% 2016 74% 68% 59% 59% <td>Image: State District Campus American Hispanic White American Indian Asian Pacific More Races Special District Econ Disadv ELL 2017 72% 65% 55% 50% 62% 88% -</td> <td>Image: State District Campus American Hispanic White American Indian American Indian More State Nore State Special Ed Ed Edm Ed Famelian 2017 72% 65% 55% 50% 62% * - <td< td=""><td>Image: State District Campus American Hispanic White American India Asia Pacific Islame Nore Specia Econ Excl Econ Disad Econ Disad Econ Disad Econ Disad Econ Disad <thethereit td="" tereit="" tereiter<="" tereitereit=""></thethereit></td></td<></td>	Image: State District Campus American Hispanic White American Indian Asian Pacific More Races Special District Econ Disadv ELL 2017 72% 65% 55% 50% 62% 88% -	Image: State District Campus American Hispanic White American Indian American Indian More State Nore State Special Ed Ed Edm Ed Famelian 2017 72% 65% 55% 50% 62% * - <td< td=""><td>Image: State District Campus American Hispanic White American India Asia Pacific Islame Nore Specia Econ Excl Econ Disad Econ Disad Econ Disad Econ Disad Econ Disad <thethereit td="" tereit="" tereiter<="" tereitereit=""></thethereit></td></td<>	Image: State District Campus American Hispanic White American India Asia Pacific Islame Nore Specia Econ Excl Econ Disad Econ Disad Econ Disad Econ Disad Econ Disad <thethereit td="" tereit="" tereiter<="" tereitereit=""></thethereit>

2/28/2018

2016-17 Federal Report Card

	State	District	Campus	Africa Americ	n an Hispanic	White	American Indian		Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Meets Grade Le	vel (20 ⁻	17) or Fir	nal Level	II Stand	ard (2016)											
All Grades																
All Subjects 2017 2016	44% 42%	32% 31%	25% 19%	20% 17%		35% 21%	*	* 50%	- *	36% *	6% *	20% 17%	22% 18%	28% 23%	23% 15%	-
Reading 2017 2016	43% 42%	33% 32%	26% 22%	22% 19%		33% 24%	*	*	- *	*	*	20% 19%	16% 22%	31% 29%	22% 15%	-
Mathematics 2017 2016	45% 40%	31% 29%	27% 18%	20% 15%		42% 18%	*	*	- *	*	5% *	21% 15%	30% 19%	25% 18%	29% 18%	- -
Writing 2017 2016	36% 39%	22% 29%	21% 16%	17% 17%		29% 22%	* -	- *	- *	*	*	18% 14%	19% 10%	28% 22%	14% 9%	- -
STAAR Percent at Masters Grade I	_evel (2	2017) or l	_evel III A	dvance	d (2016)											
All Grades																
All Subjects 2017 2016	19% 17%	11% 10%	8% 8%	5% 7%	13% 11%	10% 5%	*	* 25%	- *	0% *	2% *	7% 7%	6% 8%	8% 11%	9% 5%	-
Reading 2017 2016	18% 16%	11% 10%	9% 10%	6% 8%	14% 13%	0% 6%	*	*	- *	*	*	9% 8%	5% 8%	10% 14%	8% 7%	-
Mathematics 2017 2016	21% 17%	13% 11%	12% 7%	8% 5%	16% 13%	17% 0%	*	*	- *	*	5% *	9% 7%	11% 11%	8% 9%	14% 6%	-
Writing 2017 2016	11% 14%	4% 8%	2% 6%	0% 7%	3% 0%	14% 11%	* -	- *	- *	*	*	1% 6%	0% 0%	2% 11%	2% 0%	- -
STAAR Participation (All Grades)																
	2017 2016	99% 99%	99% 99%	100% 100%	100% 100 100% 100		0% * 0% *	* 100%	- 100%	100% 100%	100% 100%	100% 100%	100% 100%		100% 100%	
5	2017 2016	99% 99%	99% 99%	100% 100%	100% 100 100% 100		0% * 0% *	*	- *	*	100% 100%	100% 100%	100% 100%		100% 100%	
	2017 2016	100% 100%		100% 100%	99% 100 100% 100		10% * 10% *	*	- *	*	100% 100%	99% 100%	100% 100%		100% 100%	
	2017 2016	100% 99%		100% 100%	100% 100 100% 100		10% * 10% -	- *	- *	*	100% 100%	100% 100%	100% 100%		100% 100%	

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&_program=perfrept.perfmast.sas&prgopt=2017%2Ffrc... 2/9

Reading Tests % of Participants % STAAR/EOC With No	2017	98%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
Accommodations % STAAR/EOC With	2017	13%	16%	9%	0%	14%	*	-	-	-	-	9%	7%	*	0%	13%	-
Accommodations	2017	73%	70%	91%	100%	86%	*	-	-	-	-	91%	93%	*	100%	88%	-
% STAAR Alternate 2	2017	12%	12%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	98%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
Accommodations % STAAR/EOC With	2017	12%	18%	14%	8%	14%	*	-	-	-	-	14%	7%	*	0%	19%	-
Accommodations	2017	74%	68%	86%	92%	86%	*	-	-	-	-	86%	93%	*	100%	81%	-
% STAAR Alternate 2	2017	13%	12%	0%	0%	0%	*	_	_	_	_	0%	0%	*	0%	0%	-
	2017	1370	12/0	0 /0	0 /0	0 /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.

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

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 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.

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Specia Ed	I ELL (Current & Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State			220												
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	Y						N		Y	n/a	2	5	40
Mathematics	N	N	Y						Ν		Y	n/a	2	5	40
Writing	Ν	Ν	N						Ν			n/a	0	4	0
Science												n/a	0	0	
Social Studies												n/a	0	0	
Total													4	14	29
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	Ν	Ν	Ν		n/a	n/a	n/a	n/a	Ν		N	n/a			

Participation Status

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&_program=perfrept.perfmast.sas&prgopt=2017%2Ffrc... 3/9

Target	All Students 95%	African American 95%	Hispanic 95%	White 95%	American Indian 95%	Asian 95%	Pacific Islander 95%	Two or More Races 95%	Econ Disadv 95%	Special Ed 95%	ELL (Currei & Monitore		Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													10	10	100
Federal Graduation Status (Targ Graduation Target Met Reason Code ***	et: See Reas	son Codes)									n/a		0	0	
Total													0	0	
District: Met Federal Limits on A Reading		ssessments													
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit Mathematics	n/a														
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total														• •	
Overall Total													14	24	58
 Participation uses ELL (Cur *** Federal Graduation Rate R 			ELL (Ever	HS)											

Federal Graduation Rate Reason Codes:

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 91%

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

n/a Indicates the student group is not applicable to System Safeguards.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	101	47	45	5	*	*	-	*	65	*	22	n/a
Total Tests	185	101	72	6	*	*	-	*	132	*	34	34
% at Approaches Grade Level	55%	47%	63%	83%	*	*	-	*	49%	*	65%	n/a
Standard												
Mathematics												
# at Approaches Grade Level Standard	108	46	51	6	*	*	-	*	73	5	27	n/a
Total Tests	184	100	72	6	*	*	-	*	131	19	34	34
% at Approaches Grade Level	59%	46%	71%	100%	*	*	-	*	56%	26%	79%	n/a
Standard												
Writing												
# at Approaches Grade Level Standard	49	20	22	*	*	-	-	*	27	*	11	n/a
Total Tests	106	59	38	*	*	-	-	*	70	*	20	20
% at Approaches Grade Level	46%	34%	58%	*	*	-	-	*	39%	*	55%	n/a
Standard												

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&_program=perfrept.perfmast.sas&prgopt=2017%2Ffrc... 4/9

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	201	107	76	12	*	*	-	*	141	22	n/a	37
Total Students	201	107	76	12	*	*	-	*	141	22	n/a	37
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	200	106	76	12	*	*	-	*	140	22	n/a	37
Total Students	201	107	76	12	*	*	-	*	141	22	n/a	37
Participation Rate	100%	99%	100%	100%	*	*	-	*	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation	Rate (Gr 9-12): Cla	iss of 2016										
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation	Rate (Gr 9-12): Cla	iss of 2015										
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-	12): Class of 2015											
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternati	ve Assessments											
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

Mathematics

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&year4=2015&year2=15&_debug=0&single=N&title=2016-17+Federal+Report+Card&_program=perfrept.perfmast.sas&prgopt=2017%2Ffrc... 5/9

		Iwo or										
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current)
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: YesPriority School Reason: IR/SafeguardsFocus School Identification: NoFocus School Reason: N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics 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: Percentage 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 percentage 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

	Campus	S		
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.7%	1.2%
Bachelors	25.8	70.1%	69.4%	74.5%
Masters	10.0	27.2%	29.7%	23.6%
Doctorate	1.0	2.7%	0.2%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 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

			%	% At or Above	% At or Above	% At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
	. to a dam ig	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
	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
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

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities	80

2/28/2018

2016-17 Federal Report Card

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Grade	Subject	Student Group Limited English Proficient	% 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment