

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
Campus Name: BRADY H S
Campus ID : 160901001
District Name: BRADY 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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

	State	District	Campus	Race/Ethnicity																
				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant				
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																				
End of Course																				
English I	2016	63%	58%	58%	*	47%	71%	*	-	-	-	-	28%	51%	*	65%	54%	-	-	
	2015	66%	68%	68%	*	65%	71%	-	-	-	-	-	33%	63%	*	82%	55%	-	-	
English II	2016	66%	60%	60%	*	53%	68%	-	-	-	-	*	24%	53%	*	76%	50%	-	-	
	2015	69%	69%	69%	*	68%	71%	-	-	-	-	*	*	60%	*	80%	61%	-	-	
Algebra I	2016	76%	68%	68%	*	61%	76%	*	-	-	-	-	30%	66%	*	70%	66%	-	-	
	2015	77%	67%	67%	*	61%	76%	-	-	-	-	*	*	57%	*	78%	59%	-	-	
Biology	2016	86%	74%	74%	-	71%	76%	*	-	-	-	*	*	71%	*	76%	72%	-	-	
	2015	88%	85%	85%	*	85%	86%	-	-	-	-	*	57%	77%	*	90%	81%	-	-	
U.S. History	2016	90%	87%	87%	-	86%	87%	-	-	-	-	*	53%	84%	*	81%	91%	-	-	
	2015	88%	84%	84%	*	78%	89%	-	-	-	-	*	*	77%	*	88%	80%	-	-	
All Grades																				
All Subjects	2016	74%	72%	69%	83%	62%	76%	*	-	-	-	*	31%	64%	25%	74%	65%	-	-	
	2015	73%	72%	74%	69%	71%	78%	-	-	-	-	*	32%	66%	29%	83%	66%	-	-	
Reading	2016	72%	70%	59%	*	50%	69%	*	-	-	-	*	26%	52%	*	71%	52%	-	-	
	2015	74%	73%	68%	*	66%	71%	-	-	-	-	*	30%	62%	*	81%	58%	-	-	
Mathematics	2016	75%	74%	68%	*	61%	76%	*	-	-	-	-	30%	66%	*	70%	66%	-	-	
	2015	73%	73%	67%	*	61%	76%	-	-	-	-	*	*	57%	*	76%	59%	-	-	
Science	2016	77%	71%	74%	-	71%	76%	*	-	-	-	*	*	71%	*	76%	72%	-	-	
	2015	75%	74%	85%	-	85%	88%	-	-	-	-	*	57%	77%	*	90%	81%	-	-	
Social Studies	2016	76%	77%	87%	-	86%	87%	-	-	-	-	*	53%	84%	*	81%	91%	-	-	
	2015	74%	76%	84%	-	78%	89%	-	-	-	-	*	*	77%	*	88%	80%	-	-	
STAAR Percent at Final Level II or Above																				
All Grades																				
All Subjects	2016	42%	37%	36%	17%	29%	47%	*	-	-	-	*	16%	31%	0%	40%	34%	-	-	
	2015	38%	37%	41%	38%	36%	47%	-	-	-	-	*	17%	34%	12%	45%	38%	-	-	
Reading	2016	42%	37%	32%	*	26%	40%	*	-	-	-	*	17%	25%	*	44%	25%	-	-	
	2015	40%	39%	39%	*	30%	49%	-	-	-	-	*	20%	34%	*	49%	31%	-	-	

					Two or More Races																								
					African American	Hispanic	White	Indian	Asian	Pacific Islander	Special Ed	Econ Disadv	ELL	Female	Male	Migrant													
Mathematics	State	2016	40%	District	36%	Campus	31%	African American	25%	Hispanic	41%	White	51%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	19%	Econ Disadv	30%	ELL	33%	Female	29%	Male	-
		2015	36%		35%		40%		32%		51%										31%		31%		45%		36%		
Science	State	2016	44%	District	36%	Campus	39%	African American	29%	Hispanic	53%	White	49%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	14%	Econ Disadv	32%	ELL	33%	Female	43%	Male	41%
		2015	40%		42%		45%		42%		49%										14%		32%		49%		41%		
Social Studies	State	2016	45%	District	43%	Campus	49%	African American	39%	Hispanic	58%	White	39%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	12%	Econ Disadv	51%	ELL	43%	Female	54%	Male	54%
		2015	41%		36%		43%		47%		39%										12%		39%		31%		54%		
STAAR Percent at Level III Advanced																													
All Grades All Subjects	State	2016	17%	District	13%	Campus	7%	African American	5%	Hispanic	10%	White	11%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	10%	Econ Disadv	5%	ELL	8%	Female	6%	Male	6%
		2015	14%		12%		7%		4%		11%										6%		4%		8%		6%		
Reading	State	2016	18%	District	14%	Campus	4%	African American	3%	Hispanic	6%	White	5%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	11%	Econ Disadv	4%	ELL	6%	Female	3%	Male	3%
		2015	15%		14%		3%		2%		5%										10%		2%		3%		4%		
Mathematics	State	2016	17%	District	14%	Campus	13%	African American	6%	Hispanic	24%	White	24%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	7%	Econ Disadv	10%	ELL	19%	Female	9%	Male	12%
		2015	14%		14%		19%		14%		24%										7%		10%		27%		12%		
Science	State	2016	15%	District	8%	Campus	6%	African American	4%	Hispanic	8%	White	8%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	0%	Econ Disadv	2%	ELL	9%	Female	4%	Male	4%
		2015	14%		10%		4%		0%		8%										0%		2%		6%		3%		
Social Studies	State	2016	21%	District	13%	Campus	9%	African American	8%	Hispanic	10%	White	16%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	6%	Econ Disadv	5%	ELL	4%	Female	12%	Male	11%
		2015	18%		9%		9%		2%		16%										6%		5%		6%		11%		
STAAR Participation (All Grades)																													
All Tests	State	2016	99%	District	99%	Campus	98%	African American	98%	Hispanic	98%	White	98%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	98%	Econ Disadv	98%	ELL	97%	Female	99%	Male	96%
		2015	99%		99%		97%		96%		98%										95%		96%		100%		98%		
Reading	State	2016	99%	District	99%	Campus	97%	African American	98%	Hispanic	95%	White	95%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	98%	Econ Disadv	97%	ELL	95%	Female	98%	Male	95%
		2015	99%		98%		96%		95%		98%										91%		95%		100%		97%		
Mathematics	State	2016	100%	District	100%	Campus	100%	African American	100%	Hispanic	100%	White	100%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	100%	Econ Disadv	100%	ELL	100%	Female	100%	Male	100%
		2015	99%		99%		98%		98%		98%										100%		97%		100%		98%		
Science	State	2016	99%	District	99%	Campus	97%	African American	95%	Hispanic	97%	White	97%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	94%	Econ Disadv	95%	ELL	84%	Female	98%	Male	95%
		2015	99%		99%		97%		95%		100%										100%		96%		100%		95%		
Social Studies	State	2016	98%	District	100%	Campus	99%	African American	98%	Hispanic	100%	White	100%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	100%	Econ Disadv	98%	ELL	100%	Female	98%	Male	98%
		2015	99%		99%		98%		96%		100%										93%		96%		100%		98%		
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																													
Reading Tests % of Participants	State	2016	98%	District	97%	Campus	98%	African American	96%	Hispanic	100%	White	100%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	98%	Econ Disadv	96%	ELL	100%	Female	97%	Male	97%
		2016	98%		97%		98%		96%		100%										98%		96%		100%		97%		
Accommodations % STAAR/EOC With No Accommodations	State	2016	13%	District	10%	Campus	9%	African American	0%	Hispanic	19%	White	19%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	9%	Econ Disadv	4%	ELL	0%	Female	11%	Male	11%
		2016	73%		74%		77%		92%		57%										77%		85%		70%		76%		
% STAAR/EOC With Accommodations	State	2016	11%	District	13%	Campus	13%	African American	4%	Hispanic	24%	White	24%	Indian	-	Asian	-	Pacific Islander	-	Special Ed	13%	Econ Disadv	13%	ELL	30%	Female	8%	Male	8%
		2016	2%		3%		2%		4%		0%										2%		4%		0%		3%		
% of Non-Participants																													
Mathematics Tests																													

% of Participants % STAR/EOC With No Accommodations	2016	99%	98%	100%	*	100%	100%	-	-	-	100%	100%	*	100%	100%	-
% STAR/EOC With Accommodations	2016	75%	76%	81%	*	88%	70%	-	-	-	81%	80%	*	71%	85%	-
% STAR Alternate2	2016	12%	13%	11%	*	9%	20%	-	-	-	11%	7%	*	29%	5%	-
% of Non-Participants	2016	1%	2%	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/a1 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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 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.

Performance Status - State	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	2	5	40
Reading	Y	Y	N	Y	N	N	N	N	N	N	N	N	4	5	80
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	0	0	100
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Total													14	18	78
Performance Status - Federal															
Federal Target	87%	87%	87%	87%	n/a	n/a	n/a	n/a	87%	87%	87%	n/a			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	5	5	100
Target	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	5	5	100
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	5	5	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10	10	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Reason Code ***	a	a	a	a	a	a	a	a	a	a	a	a	4	4	100
Total													4	4	100
District: Met Federal Limits on Alternative Assessments															
Reading	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Alternate 1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Number Proficient	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Total Federal Cap Limit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Mathematics	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Alternate 1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Number Proficient	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Total Federal Cap Limit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
Total													28	32	88
Overall Total													28	32	88

Percent of
Total Eligible
Measures Met

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:
 a = Graduation Rate Goal of 90%
 b = Four-year Graduation Rate Target of 88%
 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 90%

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.

Performance Rates	All Students											ELL (Current & Monitored)	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Ever HS)	ELL (Current)	
Reading	143	66	73	99	73	99	79	12	12	10	n/a		
# at Level II Satisfactory Standard	231	126	99	99	99	99	140	42	42	10	n/a		
Total Tesis	62%	52%	74%	74%	74%	74%	56%	29%	29%	100%	n/a		
% at Level II Satisfactory Standard	72	40	29	37	37	37	44	8	25	27	n/a		
Mathematics	105	65	37	37	37	37	66	8	25	27	n/a		
# at Level II Satisfactory Standard	69%	62%	78%	78%	78%	78%	67%	32%	32%	100%	n/a		
Total Tesis	-	-	-	-	-	-	-	-	-	-	n/a		
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	n/a		
Writing	-	-	-	-	-	-	-	-	-	-	n/a		
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	n/a		
Total Tesis	-	-	-	-	-	-	-	-	-	-	n/a		
% at Level II Satisfactory Standard	64	34	34	34	34	34	39	9	16	16	n/a		
Science	85	48	48	48	48	48	54	9	16	16	n/a		
# at Level II Satisfactory Standard	75%	71%	81%	81%	81%	81%	72%	9	16	16	n/a		
Total Tesis	95	52	52	52	52	52	44	9	16	16	n/a		
% at Level II Satisfactory Standard	109	86%	89%	89%	89%	89%	53	16	16	16	n/a		
Total Tesis	87%	86%	89%	89%	89%	89%	83%	56%	56%	100%	n/a		
% at Level II Satisfactory Standard	245	131	107	111	111	111	150	48	48	48	10		
Reading: 2015-2016 Assessments	253	134	111	111	111	111	155	47	47	47	10		
Number Participating	97%	98%	96%	96%	96%	96%	97%	98%	98%	98%	100%		
Total Students	111	67	41	41	41	41	71	27	27	27	6		
Mathematics: 2015-2016 Assessments	111	67	41	41	41	41	71	27	27	27	6		
Number Participating	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
Total Students	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%		
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	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.

Federal Graduation Rates	All Students											ELL (Ever HS)	
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)		
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	71	34	31	31	31	31	37	9	9	9	n/a		
Number Graduated	73	36	31	31	31	31	38	9	9	9	n/a		
Total In Class	97.3%	94.4%	100.0%	100.0%	100.0%	100.0%	97.4%	100.0%	100.0%	100.0%	n/a		
Graduation Rate	97.3%	94.4%	100.0%	100.0%	100.0%	100.0%	97.4%	100.0%	100.0%	100.0%	n/a		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014	80	*	38	38	-	-	-	*	42	13	*	n/a
Number Graduated	81	*	38	39	-	-	-	*	43	13	*	-
Total in Class	98.8%	*	100.0%	97.4%	-	-	-	*	97.7%	100.0%	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014	80	*	38	38	-	-	-	*	42	13	*	n/a
Number Graduated	82	*	39	39	-	-	-	*	44	14	*	-
Total in Class	97.5%	*	97.4%	97.4%	-	-	-	*	95.5%	92.9%	*	n/a
Graduation Rate												
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
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: 2016 Accountability 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 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No Priority School Reason: N/A
 Focus School Identification: No Focus School Reason: N/A

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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

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			District Percent	State Percent
	Number	Percent			
No Degree	0.0	0.0%		0.0%	1.0%
Bachelors	22.1	68.7%		80.5%	74.7%
Masters	9.1	28.2%		18.5%	23.6%
Doctorate	1.0	3.1%		1.0%	0.6%

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.

Core Academic Subject Areas

	General Education		Special Education		Total
	Number	Percent	Number	Percent	
Total Number of Teachers	17		4		21
Total Number of Classes	124		1		125
Number of Classes Taught by Highly Qualified Teachers	118	95.16%	1	100.00%	119
Number of Classes Taught by Not Highly Qualified Teachers	6	4.84%	0	0.00%	6

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

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

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

	Number of Teachers	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Number of Teachers	
General Education	Special Education

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 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Year Enrolled in Higher Education	Campus	District	State
2013-14	39.0%	39.0%	57.5%
2012-13	59.2%	59.2%	56.9%

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	
		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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Mathematics	Overall	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
		American Indian	25	75	32	7
		Asian	n/a	n/a	n/a	n/a
		Black	5	95	67	25
		Hispanic	43	57	16	2
		White	31	69	23	4
Mathematics	National School Lunch Program	Students with Disabilities	12	88	48	12
		English Language Learners	62	38	8	1
		Overall	60	40	6	n/a
		Students with Disabilities	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
Grade 6	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
		Students with Disabilities	81
Grade 6	Reading	Limited English Proficient	95
		Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment