

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						N	N	N	n/a	2	5	40
Mathematics	Y		Y						Y	N	Y	n/a	4	5	80
Writing	Y		Y						Y			n/a	3	3	100
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Target	A	A	A	A	A	A	A	A	A	A	A	A	FG	FI	II
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%				
Reading	Y		Y						Y	Y	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
Target	A	A	A	A	A	A	A	A	A	A	A	A	FE	FE	FE
Graduation Target Met												n/a	0	0	
Reason Code ***	A	A	A	A	A	A	A	A	A	A	A	A	E	E	A
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Target	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Reason Code	A	A	A	A	A	A	A	A	A	A	A	A	GG	G	II

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

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.

A

addition, at the high school level, a reward school is a Title I school with the highest graduation rates. Schools 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.

Page 1 of 1
Page 1 of 1

Source: TEA Divis



Grade	Subject	Group	Percentage of Students Meeting or Exceeding Standard			
			Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 5	Reading	Overall	44	56	22	3
		Hispanic	18	82	50	13
		White	71	29	11	2
		Students with Disabilities	59	41	12	2
		English Language Learners	46	54	20	3
		National School Lunch Program				
	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		

Students with Disabilities and Limited English Proficient

Grade	Subject	Group	Percentage
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment