

**Texas Education Agency**  
**2016-17 Federal Report Card for Texas Public Schools**  
**District Name: GROOM ISD**  
**District ID: 033901**

**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.

			Region State	16	African District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
												Races	Races						
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>																			
<b>Grade 3</b>																			
Reading	2017	72%	73%	<b>89%</b>	-	*	86%	-	-	-	-	*	*	*	*	*	*	*	-
	2016	72%	73%	<b>45%</b>	-	*	50%	-	-	-	-	*	*	-	*	*	*	*	-
Mathematics	2017	76%	78%	<b>89%</b>	-	*	86%	-	-	-	-	*	*	*	*	*	*	*	-
	2016	74%	78%	<b>55%</b>	-	*	60%	-	-	-	-	*	*	-	*	*	63%	*	-
<b>Grade 4</b>																			
Reading	2017	69%	70%	<b>89%</b>	-	-	88%	-	-	-	-	*	-	-	*	*	*	100%	-
	2016	74%	76%	<b>50%</b>	-	*	56%	-	-	-	-	*	*	*	*	*	*	*	-
Mathematics	2017	74%	77%	<b>78%</b>	-	-	75%	-	-	-	-	*	-	-	*	*	*	100%	-
	2016	72%	75%	<b>60%</b>	-	*	56%	-	-	-	-	*	*	*	*	*	*	*	-
Writing	2017	64%	64%	<b>56%</b>	-	-	*	-	-	-	-	*	-	-	*	*	*	*	-
	2016	68%	70%	<b>60%</b>	-	*	67%	-	-	-	-	*	*	*	*	*	*	*	-
<b>Grade 5</b>																			
Reading	2017	81%	83%	<b>70%</b>	-	*	78%	-	-	-	-	*	*	*	*	*	*	*	-
	2016	80%	81%	<b>71%</b>	-	*	73%	-	-	-	-	*	*	-	100%	56%	*	*	-
Mathematics	2017	86%	91%	<b>90%</b>	-	*	89%	-	-	-	-	*	100%	*	83%	*	*	*	-
	2016	85%	89%	<b>79%</b>	-	*	82%	-	-	-	-	*	*	-	*	78%	*	*	-
Science	2017	73%	76%	<b>90%</b>	-	*	89%	-	-	-	-	*	100%	*	83%	*	*	*	-
	2016	73%	73%	<b>100%</b>	-	*	100%	-	-	-	-	*	*	-	100%	100%	100%	100%	-
<b>Grade 6</b>																			
Reading	2017	67%	69%	<b>71%</b>	-	*	82%	-	-	-	-	*	*	-	100%	56%	*	*	-
	2016	68%	68%	<b>80%</b>	-	*	83%	-	-	-	-	-	*	-	*	100%	*	100%	-
Mathematics	2017	75%	79%	<b>79%</b>	-	*	82%	-	-	-	-	*	*	-	*	78%	*	*	-
	2016	71%	73%	<b>70%</b>	-	*	100%	-	-	-	-	-	*	-	*	83%	*	*	-
<b>Grade 7</b>																			
Reading	2017	72%	71%	<b>67%</b>	-	*	*	-	-	-	-	*	*	-	*	*	*	*	-
	2016	69%	67%	<b>58%</b>	*	-	64%	-	-	-	-	-	*	-	*	*	*	*	*
Mathematics	2017	68%	69%	<b>89%</b>	-	*	83%	-	-	-	-	*	*	-	*	83%	*	*	-
	2016	68%	67%	<b>67%</b>	*	-	64%	-	-	-	-	-	*	-	*	75%	*	*	*
Writing	2017	68%	66%	<b>89%</b>	-	*	83%	-	-	-	-	*	*	-	*	83%	*	*	-
	2016	68%	67%	<b>55%</b>	*	-	50%	-	-	-	-	-	*	-	*	63%	*	*	*
<b>Grade 8</b>																			
Reading	2017	84%	84%	<b>88%</b>	*	*	86%	-	-	-	-	*	86%	-	100%	82%	*	*	-
	2016	85%	85%	<b>100%</b>	-	*	100%	-	-	-	-	*	100%	-	100%	100%	100%	100%	-
Mathematics	2017	84%	87%	<b>94%</b>	*	*	93%	-	-	-	-	*	100%	-	100%	91%	*	*	-
	2016	80%	82%	<b>71%</b>	-	*	73%	-	-	-	-	*	*	-	78%	63%	*	*	-
Science	2017	74%	73%	<b>82%</b>	*	*	86%	-	-	-	-	*	86%	-	100%	73%	*	*	-
	2016	73%	71%	<b>94%</b>	-	*	93%	-	-	-	-	*	83%	-	100%	88%	*	*	-
Social Studies	2017	62%	57%	<b>69%</b>	*	*	71%	-	-	-	-	*	*	-	100%	50%	*	*	-
	2016	62%	59%	<b>71%</b>	-	*	67%	-	-	-	-	*	*	-	88%	*	*	*	-
<b>End of Course</b>																			
English I	2017	61%	60%	<b>78%</b>	-	*	80%	-	-	-	-	*	*	-	100%	60%	*	*	-
	2016																		

	2016	Region		African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
		State	16	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant		
	63%	61%	77%	-	*	91%	-	-	-	-	-	*	*	-	100%	63%	-		
English II	2017 64%	62%	91%	-	*	100%	-	-	-	-	-	*	*	-	*	86%	*		
	2016 66%	66%	86%	-	*	*	-	-	-	-	-	-	*	-	83%	*	*		
Algebra I	2017 81%	84%	89%	-	*	93%	-	-	-	-	-	*	83%	-	100%	80%	*		
	2016 76%	78%	78%	-	*	100%	-	-	-	-	-	*	*	-	*	71%	-		
Biology	2017 85%	86%	88%	-	*	86%	-	-	-	-	-	*	*	-	100%	78%	-		
	2016 86%	88%	91%	-	*	100%	-	-	-	-	-	*	*	-	100%	83%	-		
U.S. History	2017 91%	89%	100%	-	-	100%	-	-	-	-	-	-	-	-	*	100%	-		
	2016 90%	89%	100%	-	*	100%	-	-	-	-	-	-	*	-	100%	*	-		
<b>All Grades</b>																			
All Subjects	2017 74%	75%	83%	*	77%	83%	-	-	-	-	-	59%	77%	*	89%	79%	71%		
	2016 74%	74%	74%	*	56%	77%	-	-	-	-	-	50%	59%	*	78%	71%	*		
Reading	2017 71%	71%	80%	*	69%	82%	-	-	-	-	-	59%	65%	*	87%	76%	*		
	2016 72%	72%	72%	*	56%	77%	-	-	-	-	-	42%	45%	*	79%	67%	*		
Mathematics	2017 78%	81%	87%	*	86%	87%	-	-	-	-	-	69%	88%	*	89%	86%	*		
	2016 75%	78%	69%	*	38%	74%	-	-	-	-	-	42%	57%	*	67%	70%	*		
Writing	2017 66%	65%	72%	-	*	64%	-	-	-	-	-	*	*	-	*	75%	-		
	2016 68%	68%	57%	*	*	58%	-	-	-	-	-	*	60%	*	*	67%	*		
Science	2017 78%	78%	86%	*	*	86%	-	-	-	-	-	63%	88%	*	95%	79%	*		
	2016 77%	77%	95%	-	*	97%	-	-	-	-	-	*	82%	-	100%	91%	-		
Social Studies	2017 76%	73%	81%	*	*	83%	-	-	-	-	-	*	*	-	100%	71%	*		
	2016 76%	74%	80%	-	*	75%	-	-	-	-	-	*	80%	-	93%	60%	-		

**STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)**

	2017	2016	2015	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
																State
<b>All Grades</b>																
All Subjects	44%	42%	54%	*	41%	56%	-	-	-	-	35%	42%	*	60%	49%	29%
	2016 42%	40%	37%	*	21%	41%	-	-	-	-	21%	25%	*	45%	31%	*
Reading	2017 43%	41%	53%	*	44%	54%	-	-	-	-	29%	38%	*	64%	45%	*
	2016 42%	39%	43%	*	25%	47%	-	-	-	-	17%	24%	*	50%	37%	*
Mathematics	2017 45%	46%	52%	*	36%	57%	-	-	-	-	38%	42%	*	57%	49%	*
	2016 40%	40%	22%	*	0%	26%	-	-	-	-	17%	18%	*	24%	20%	*
Writing	2017 36%	32%	44%	-	*	43%	-	-	-	-	*	*	-	*	33%	-
	2016 39%	37%	24%	*	*	26%	-	-	-	-	*	10%	*	*	25%	*
Science	2017 48%	46%	58%	*	*	59%	-	-	-	-	50%	53%	*	58%	58%	*
	2016 44%	42%	57%	-	*	64%	-	-	-	-	*	36%	-	72%	48%	-
Social Studies	2017 48%	43%	62%	*	*	61%	-	-	-	-	*	*	-	56%	65%	*
	2016 45%	39%	44%	-	*	40%	-	-	-	-	*	50%	-	57%	30%	-

**STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)**

	2017	2016	2015	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
																State
<b>All Grades</b>																
All Subjects	19%	17%	26%	*	13%	29%	-	-	-	-	13%	18%	*	29%	24%	0%
	2016 17%	14%	12%	*	3%	14%	-	-	-	-	15%	10%	*	15%	11%	*
Reading	2017 18%	16%	24%	*	19%	25%	-	-	-	-	6%	15%	*	31%	19%	*
	2016 16%	14%	16%	*	0%	19%	-	-	-	-	17%	9%	*	19%	13%	*
Mathematics	2017 21%	20%	26%	*	14%	29%	-	-	-	-	13%	17%	*	29%	24%	*
	2016 17%	16%	6%	*	0%	7%	-	-	-	-	17%	7%	*	6%	6%	*
Writing	2017 11%	8%	11%	-	*	14%	-	-	-	-	*	*	-	*	8%	-
	2016 14%	11%	10%	*	*	11%	-	-	-	-	*	10%	*	*	17%	*
Science	2017 19%	16%	35%	*	*	41%	-	-	-	-	25%	24%	*	32%	38%	*
	2016 15%	13%	17%	-	*	19%	-	-	-	-	*	9%	-	22%	13%	-
Social Studies	2017 26%	21%	31%	*	*	30%	-	-	-	-	*	*	-	22%	35%	*
	2016 21%	16%	16%	-	*	15%	-	-	-	-	*	20%	-	21%	10%	-

**STAAR Participation (All Grades)**

All Tests	2017	99%	100%	<b>99%</b>	*	93%	100%	-	-	-	-	100%	96%	100%	100%	98%	100%
	2016	99%	99%	<b>100%</b>	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	*
Reading	2017	99%	100%	<b>99%</b>	*	94%	100%	-	-	-	-	100%	96%	*	100%	98%	*
	2016	99%	99%	<b>100%</b>	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	*
Mathematics	2017	100%	100%	<b>99%</b>	*	93%	100%	-	-	-	-	100%	96%	*	100%	98%	*
	2016	100%	100%	<b>100%</b>	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	*
Writing	2017	100%	100%	<b>100%</b>	-	*	100%	-	-	-	-	*	*	-	100%	100%	-
	2016	99%	99%	<b>100%</b>	*	*	100%	-	-	-	-	*	100%	*	100%	100%	*
Science	2017	99%	99%	<b>100%</b>	*	100%	100%	-	-	-	-	100%	100%	*	100%	100%	*
	2016	99%	99%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-
Social Studies	2017	98%	99%	<b>96%</b>	*	*	100%	-	-	-	-	*	86%	-	100%	94%	*
	2016	98%	99%	<b>100%</b>	-	*	100%	-	-	-	-	*	100%	-	100%	100%	-

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

Reading Tests																	
% of Participants	2017	98%	99%	<b>100%</b>	-	*	100%	-	-	-	-	100%	100%	-	*	100%	-
% STAAR/EOC With No Accommodations	2017	13%	8%	<b>12%</b>	-	*	7%	-	-	-	-	12%	0%	-	*	7%	-
% STAAR/EOC With Accommodations	2017	73%	80%	<b>82%</b>	-	*	86%	-	-	-	-	82%	80%	-	*	87%	-
% STAAR Alternate 2	2017	12%	10%	<b>6%</b>	-	*	7%	-	-	-	-	6%	20%	-	*	7%	-
% of Non-Participants	2017	2%	1%	<b>0%</b>	-	*	0%	-	-	-	-	0%	0%	-	*	0%	-
Mathematics Tests																	
% of Participants	2017	99%	99%	<b>100%</b>	-	*	100%	-	-	-	-	100%	*	-	*	100%	-
% STAAR/EOC With No Accommodations	2017	12%	8%	<b>6%</b>	-	*	7%	-	-	-	-	6%	*	-	*	7%	-
% STAAR/EOC With Accommodations	2017	74%	80%	<b>88%</b>	-	*	86%	-	-	-	-	88%	*	-	*	86%	-
% STAAR Alternate 2	2017	13%	11%	<b>6%</b>	-	*	7%	-	-	-	-	6%	*	-	*	7%	-
% of Non-Participants	2017	1%	1%	<b>0%</b>	-	*	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.

	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	Percent of Eligible Measures Met	
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y			Y								n/a	2	2	100
Mathematics	Y			Y								n/a	2	2	100
Writing	Y											n/a	1	1	100
Science	Y			Y								n/a	2	2	100
Social Studies	Y											n/a	1	1	100
<b>Total</b>												<b>8</b>	<b>8</b>	<b>100</b>	
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N			N	n/a	n/a	n/a	n/a				n/a			
Mathematics	N			Y	n/a	n/a	n/a	n/a				n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%				

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y			Y					Y		n/a	3	3	100
Mathematics	Y			Y					Y		n/a	3	3	100
<b>Total</b>												<b>6</b>	<b>6</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>														
Graduation Target Met ~	Y										n/a	1	1	100
Reason Code ***	a													
<b>Total</b>												<b>1</b>	<b>1</b>	<b>100</b>
<b>District: Met Federal Limits on Alternative Assessments</b>														
Reading														
Alternate 1%	Y													
Number Proficient	*													
Total Federal Cap Limit	*													
Mathematics														
Alternate 1%	Y													
Number Proficient	*													
Total Federal Cap Limit	*													
<b>Total</b>												<b>1</b>	<b>1</b>	<b>100</b>
<b>Overall Total</b>												<b>16</b>	<b>16</b>	<b>100</b>

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

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

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

\*\*\* 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	75	*	**	64	-	-	-	-	15	10	*	n/a
Total Tests	90	*	**	74	-	-	-	-	23	14	*	*
% at Approaches Grade Level Standard	83%	*	67%	86%	-	-	-	-	65%	71%	*	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	71	*	**	59	-	-	-	-	19	11	*	n/a
Total Tests	79	*	**	65	-	-	-	-	21	13	*	*
% at Approaches Grade Level Standard	90%	*	85%	91%	-	-	-	-	90%	85%	*	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	12	-	*	**	-	-	-	-	*	*	-	n/a
Total Tests	16	-	*	**	-	-	-	-	*	*	-	-
% at Approaches Grade Level Standard	75%	-	*	69%	-	-	-	-	*	*	-	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	35	*	*	31	-	-	-	-	13	5	*	n/a
Total Tests	39	*	*	34	-	-	-	-	15	7	*	*
% at Approaches Grade Level Standard	90%	*	*	91%	-	-	-	-	87%	71%	*	n/a
<b>Social Studies</b>												
# at Approaches Grade Level Standard	19	*	*	18	-	-	-	-	*	*	-	n/a
Total Tests	23	*	*	21	-	-	-	-	*	*	-	-
% at Approaches Grade Level Standard	83%	*	*	86%	-	-	-	-	*	*	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	97	*	**	79	-	-	-	-	26	17	n/a	*
Total Students	98	*	**	79	-	-	-	-	27	17	n/a	*
Participation Rate	99%	*	94%	100%	-	-	-	-	96%	100%	n/a	*
<b>Mathematics: 2016-2017 Assessments</b>												
Number Participating	86	*	**	70	-	-	-	-	24	16	n/a	*
Total Students	87	*	**	70	-	-	-	-	25	16	n/a	*
Participation Rate	99%	*	93%	100%	-	-	-	-	96%	100%	n/a	*

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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- ~ Indicates Small Numbers Analysis was used for the subject.
- \* 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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016 ~</b>												
Number Graduated	26	-	*	**	-	-	-	-	*	*	-	n/a
Total in Class	26	-	*	**	-	-	-	-	*	*	-	-
Graduation Rate	100.0%	-	*	100.0%	-	-	-	-	*	*	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	11	-	*	**	-	-	-	-	*	-	-	n/a
Total in Class	11	-	*	**	-	-	-	-	*	-	-	-
Graduation Rate	100.0%	-	*	100.0%	-	-	-	-	*	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	11	-	*	**	-	-	-	-	*	-	-	n/a
Total in Class	11	-	*	**	-	-	-	-	*	-	-	-
Graduation Rate	100.0%	-	*	100.0%	-	-	-	-	*	-	-	n/a

**District: Met Federal Limits on Alternative Assessments**

<b>Reading</b>	
Number Proficient	*
Total Federal Cap Limit	*
<b>Mathematics</b>	
Number Proficient	*
Total Federal Cap Limit	*

- ~ Indicates Small Numbers Analysis was used for the subject.
- \* 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.

Results available at campus level only.

**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.

Results available at campus level only.

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.

	----- District -----		----- State -----	
	Number	Percent	Number	Percent
<b>No Degree</b>	0.0	0.0%	4,333.3	1.2%
<b>Bachelors</b>	13.7	69.0%	262,745.0	74.5%
<b>Masters</b>	6.1	31.0%	83,426.6	23.6%
<b>Doctorate</b>	0.0	0.0%	2,251.2	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

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

Report Not Required

**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.

Year Enrolled in Higher Education	District	Region 16	State
2014-15	*	54.8%	56.1%
2013-14	*	56.0%	57.5%

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

Grade	Subject	Student Group	% At or Above			
			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
		Grade 8	Reading	Overall	28	72
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
	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	Subject	Student Group	%
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