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

District Name: ARLINGTON CLASSICS ACADEMY
District ID: 220802

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.

		Regio		African			America		Pacific	Two or More	Specia	l Econ				
				America	<u>ıHispani</u>	cWhite	Indian	Asian	Islande	Races	Ed	Disady	ELL	Female	e Male N	ligrant
STAAR Percent Grade 3	t at Phase-	in 1 Le	vel II or	Above												
Reading	2015 74%	75%	94%	88%	97%	96%	*	100%	_	100%	50%	90%	86%	98%	91%	
rteaung	2014 75%	77%	88%	78%	80%	96%	-	89%	-	*	56%	86%	*	91%	85%	-
Mathematics	2015 74% 2014 69%	74% 69%	86% 78%	84% 76%	83% 72%	87% 81%	*	100% 75%	-	83%	60% 56%	76% 80%	71% 83%	87% 77%	86% 78%	-
Grade 4																
Reading	2015 71% 2014 73%	73% 75%	88% 87%	82% 80%	88% 84%	90% 91%	-	92% 84%	-	*	60%	71% 79%	92% 82%	89% 89%	87% 85%	-
Mathematics	2015 71%	71%	79%	65%	79%	82%	-	91%	_	*	*	59%	91%	76%	81%	_
wat on a to	2014 70%	69%	80%	66%	81%	86%	-	79%	-	*	*	74%	82%	83%	76%	-
Writing	2015 67% 2014 72%	68% 73%	83% 89%	82% 78%	92% 91%	80% 92%	-	84% 89%	-	*	60% *	65% 84%	100% 82%	87% 94%	79% 83%	-
Grade 5																
Reading	2015 83% 2014 86%	85% 87%	95% 97%	91% 97%	97% 97%	99% 98%	*	89% 100%	*	100% 78%	*	94% 95%	100% 89%	96% 98%	95% 95%	-
Mathematics	2015 75%	76%	88%	76%	86%	95%	*	95%	_	83%	*	78%	92%	90%	86%	_
Wallematics	2014 87%	88%	95%	95%	97%	96%	*	95%	*	89%	*	98%	89%	95%	95%	-
Science	2015 69% 2014 73%	70% 73%	91% 88%	79% 83%	90% 93%	96% 90%	*	94% 95%	*	100% 78%	*	83% 98%	92% 88%	89% 89%	93% 87%	-
Grade 6																
Reading	2015 73% 2014 77%	77% 80%	91% 95%	93% 86%	86% 100%	89% 93%	*	100% 100%	*	78% *	*	81% 91%	*	94% 93%	87% 97%	-
Mathematics	2015 72% 2014 78%	75% 81%	86% 93%	81% 75%	71% 95%	93% 96%	*	100% 100%	*	78% *	*	76% 86%	*	88% 95%	85% 88%	-
		• . , .		. 0 / 0	00,0	00,0		100,0				0070		3070	0070	
Grade 7 Reading	2015 72% 2014 74%	76% 78%	92% 89%	88% 79%	86% 71%	93% 100%	-	100% 100%	-	*	*	83% 70%	*	92% 89%	91% 88%	-
Mathematics	2015 68% 2014 67%	70% 66%	91% 80%	74% 74%	90% 59%	98% 91%	-	90% 100%	-	*	*	72% 60%	*	87% 74%	97% 85%	-
Writing	2015 69% 2014 70%	73% 74%	96% 89%	94% 79%	90% 76%	98% 100%	-	100% 100%	-	*	100%	83% 70%	*	95% 92%	97% 85%	-
Grade 8																
Reading	2015 84% 2014 88%	86% 91%	97% 100%	93% 100%	93% 100%	100% 100%	-	100% 100%	-	*	*	100% 100%	*	100% 100%		-
Mathematics	2015 71% 2014 85%		67% 93%	* 83%	*	100%	-	- *	-	-	*	*	-	71% *	63% 91%	-
Science	2015 67% 2014 70%		50% 90%	* 58%	* 100%	71% 97%	-	- 100%	-	- *	*	* 83%	- *	56% 97%	* 85%	-
Social Studies	2015 61%	66%	86%	80%	73%	93%	-	88%	•	*	*	70%	-	80%	91%	-

	2014 6 <sup>-</sup>	1% 6	7%	81%	58%	67%	6 91 <sup>-</sup>	%	_	*	-	*	*	83%	*	80%	82%	_
End of Cours	ie.																	
Algebra I	2015 77 2014 79			96% 00%	89% 100%	100°			- 1 -	100%	-	*	- *	88% 100%	- *		100% 100%	-
Biology	2015 88	3% 9	0% 1	00%	100%	1009	% 100	%	- 1	100%	-	*	-	100%	-	100%	100%	-
All Grades All Subjects	2015 73 2014 75			89% 89%	83% 82%	87% 86%				95% 91%	*	91% 90%	51% 47%	78% 85%	82% 81%	90% 90%	88% 87%	-
Reading	2015 74 2014 75			92% 92%	89% 86%	91% 88%				96% 94%	*	93% 91%	51% 55%	85% 86%	83% 82%	94% 93%	91% 90%	-
Mathematic	s 2015 73 2014 76			36% 36%	77% 80%	82% 84%				96% 88%	*	83% 91%	44% 45%	73% 82%	77% 83%	86% 87%	86% 85%	-
Writing	2015 68 2014 71			37% 39%	85% 78%	91% 86%				89% 92%	-	* 88%	75% *	71% 79%	87% 75%	90% 93%	84% 84%	-
Science	2015 75 2014 77			90% 38%	79% 79%	84% 95%				96% 96%	*	100% 82%	*	83% 94%	92% 89%	89% 91%	91% 86%	-
Social Studies	2015 74 2014 75			36% 31%	80% 58%	73% 67%			- { -	88% *	-	*	*	70% 83%	- *	80% 80%	91% 82%	-
STAAR Percen	t at Fina	l Leve	l II or A	Above														
All Grades All Subjects	2015 38 2014 39			57% 58%	47% 46%	51% 53%				35% 30%	*	58% 55%	31% 25%	42% 50%	28% 28%	54% 57%	60% 58%	-
Reading	2015 40 2014 42			32% 33%	57% 54%	55% 56%				67% 62%	*	55% 52%	32% 34%	48% 54%	27% 32%	61% 62%	64% 63%	-
Mathematics	2015 36 2014 37			52% 53%	36% 38%	48% 53%				71% 59%	*	66% 61%	28% 21%	40% 49%	31% 28%	48% 51%	57% 55%	-
Writing	2015 31 2014 34			57% 54%	52% 43%	51% 45%		-		58% 38%	-	* 75%	44% *	35% 38%	27% 25%	63% 59%	50% 49%	-
Science	2015 40 2014 40			66% 62%	45% 50%	48% 56%		, O		50% 31%		50% 45%	*		25% 22%	48% 59%	64% 66%	-
Social Studies	2015 41 2014 38			3% 2%	33% 33%	40% 22%			- 5	50% *	-	*	*	30% 25%	- *	26% 47%	60% 58%	-
STAAR Percent	t at Leve	l III Ac	lvance	ed														
All Grades All Subjects	2015 14 2014 14			7% 7%	20% 17%	23% 22%				34% 33%			17% 11%	16% 20%	7% 9%		29% 30%	-
Reading	2015 15 2014 14			4% 2%	27% 21%	29% 25%	419 419			34% 32%				21% 22%	6% 11%	31% 31%	37% 32%	-
Mathematics	2015 14 2014 15			5% 9%	15% 19%	21% 25%				2% 2%			17% 14%	14% 26%			28% 34%	-
Writing	2015 89 2014 69			7% 9%	11% 0%	22% 4%	15% 16%			1% 3%	<u>-</u> -	* 25%	19%	8% 3%	7% 0%	22% 11%	10% 8%	-
Science	2015 14 2014 13			1% 0%	17% 17%	11% 23%	30% 43%		,	2% 8%		20% 18%		15% 19%	8% 0%		24% 32%	-
Social Studies	2015 18 2014 15			1% 9%	27% 8%	7% 11%	29% 29%		. 1	3% *	-	*	*	20% 0%	- *		23% 30%	-
STAAR Particip All Tests	ation (A	2015	<b>ies)</b> 99% 99%	99% 99%	100% 100%	100% 100%	100% 100%	100% 100%	100%	99% 100%							% 100% % 100%	
Reading		2015	99%	99%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	1009	% 99%	% 100%	6 -

	2014	99%	99%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2015 2014		100% 99%	100% 100%	100% 100%	100% 100%	100% 99%	100%	99% 100%	100%	100% 100%	. , ,	100% 99%	100% 100%	100% 100%	100% 99%	-
Writing	2015 2014		99% 99%	99% 100%	100% 100%	100% 100%	98% 100%	-	100% 100%	-	100% 100%		100% 100%	100% 100%	99% 100%	100% 100%	-
Science	2015 2014		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%	-
Social Studies	2015 2014		98% 99%	100% 100%	100% 100%	100% 100%	100% 100%	-	100% 100%	-	100%	100%	100% 100%	- *	100% 100%	100% 100%	-
STAAR Participation Re Reading Tests % of Participants % STAAR/EOC With	; No	2015	98%	98%	100%	100%	*	100%	ecial E	ducatio	* 1	00%	100%		00% 1	100%	-
Accommodations % STAAR/EOC With		2015	17%	20%	38%	8%	*	63%	- *	-	* ;	38%	0%	* 5	0%	32%	-
Accommodations % STAAR Alternate2 % of Non-Participants	2	2015 2015 2015	71% 10% 2%	68% 10% 2%	62% 0% 0%	92% 0% 0%	* *	38% 0% 0%	- * - * - *	-	*	62% 0% 0%	100% 0% 0%	*		68% 0% 0%	- - -
Mathematics Tests																	
% of Participants % STAAR/EOC With	_	2015	99%	99%	97%	100%	*	100%	- *	-	* (	97%	100%	* 10	00%	96%	-
.% of Participants % STAAR/EOC With Accommodations % STAAR/EOC With	No	2015 2015	99% 13%	99% 16%	97% 32%	100% 8%	*	100% 56%	- *	-		97% 32%	100% 0%	11		2001	-

<sup>?&#</sup>x27; 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 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.

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ			n/a
Mathematics	Υ	N	Υ	Υ	n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ		n/a	
Mathematics	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Y		n/a	
Federal Graduation St	atus (Tar	get: See Re	ason Code	es)								
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	

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

Reading

Alternate 1% Younder Proficient Total Federal Cap \*\*

Limit

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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

Mathematics

Alternate 1% **Number Proficient** 

Total Federal Cap

Limit

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			American		Pacific	More	Econ		(Current &	
Performance Rates ‡	Students	American I	Hispanic	White	Indian	Asian	islander	Races	Disadv	Ed	Monitored)	(Current)
renormance Rates ‡												
Reading												
# at Phase-in	767	192	124	334	**	85	*	27	134	19	56	n/a
Satisfactory Standard								2.1	104	13	, 50	n/a
Total Tests	827	215	133	354	**	89	*	29	158	37	62	41
% at Phase-in	93%		93%	94%		96%	*		85%			n/a
Satisfactory Standard					0070	0070		5070	00 70	3170	30 76	IIIa
Mathematics												
# at Phase-in	714	165	112	321	**	84	*	24	115	16	52	n/a
Satisfactory Standard						•			, , ,		, J <sub>Z</sub>	II/a
Total Tests	827	215	133	353	**	88	*	29	158	36	62	41
% at Phase-in	86%	77%	84%	91%	83%	95%	*		73%	44%		n/a
Satisfactory Standard								0070	.070	7770	0470	11/4
Writing												
# at Phase-in	228	52	39	103	-	**	-	*	37	12	16	n/a
Satisfactory Standard									٠.			11/4
Total Tests	260	61	43	119	_	**	_	*	51	16	18	14
% at Phase-in	88%	85%	91%	87%	-	91%	-	*	73%	75%		n/a
Satisfactory Standard										. 0 , 0	0070	11/4
Science												
# at Phase-in	214	45	37	98	*	23	_	**	37	*	17	n/a
Satisfactory Standard									•			11/4
Total Tests	237	56	43	103	*	24	_	**	45	*	18	10
% at Phase-in	90%	80%	86%	95%	*	96%	-	100%	82%	*		n/a
Satisfactory Standard											•	1
Social Studies												
# at Phase-in	60	12	11	26	-	**	-	*	7	*	*	n/a
Satisfactory Standard												
Total Tests	70	15	15	28	-	**	-	*	10	*	*	_
% at Phase-in	86%	80%	73%	93%	-	88%	-	*	70%	*	*	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Ass	cacemante											
Number Participating	861	223	141	363	**	98	*	20	164	077		40
Total Students	864	223	141	363	**	98	*	29 29	164	37	n/a	48
Participation Rate	100%	100%	100%	100%	100%	99%	*		164	37	n/a	48
Mathematics: 2014-2015			100 /6	100 /6	100%	3370		100%	100%	100%	n/a	100%
Number Participating	861	223	141	362	**	97	*	29	164	36		46
Total Students	862	223	141	362	**	98	*	29 29	164	36	n/a	48
Participation Rate	100%	100%	100%	100%	100%	99%	*	100%	100%	37 97%	n/a	48
	.0070	.0070	10070	10070	10076	JJ /0		100%	100%	91%	n/a	100%

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

Indicates there are no students in the group. 'n/a' Indicates data are not applicable to this report.

Children American III I Maria						Two or			ELL	
Students American Hispanic White Indian Asian Islander Races Disady Ed HS) (Current	All African				Pacific	More	Econ	Special	(Ever	ELL
	Students American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)

<sup>&#</sup>x27;‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

Federal Graduation Rates												
4-year Longitudinal Cohor	t Graduatio	n Rate (G	r 9-12): CI	ass of 20	14							
Number Graduated	-	-		-		_	_	_	_	_	_	n/a
Total in Class	-	-	_	-	_	_		_	_	_	-	11/4
Graduation Rate	-	-	-	_	_	_	_	_	_	_	-	n/a
4-year Longitudinal Cohor	t Graduatio	n Rate (G	r 9-12): CI	ass of 20	13			_	-	-	-	n/a
Number Graduated	-	-	-	_	-	-	_	_	_	_	_	n/a
Total in Class	-	-	-	-	-	-	_	_	_	_		II/a
Graduation Rate	-	_	-	_	-	-	_	_	_	_	_	n/a
5-year Extended Graduation	n Rate (Gr	9-12): Clas	ss of 2013	3						_	-	IIIa
Number Graduated	- `	-	-		-	_	_	_	_	_		n/a
Total in Class	-	-	_	_	_	_	_	-	_	•	-	11/2
Graduation Rate	-	_	_	_	_	_		_	-	-	•	- /-
						_	_	•	-	-	-	n/a

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

Reading

Number Proficient \*
Total Federal Cap \*

Limit

**Mathematics** 

Number Proficient Total Federal Cap

Limit

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 data are not applicable to this report.

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%.

Results available at campus level only.

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.

Results available at campus level only.

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.

	District		State	
	Number	Percent	Number	Percent
No Degree	0.0	0.0%	2.980.2	0.9%
Bachelors	59.1	75.4%	257,146.2	75.1%
Masters	19.3	24.6%	79,997.8	23.4%
Doctorate	0.0	0.0%	2,067.7	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.

# All Campuses Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers Total Number of Classes		73	3	76
Number of Classes Number of Classes Taught by Highly Qualified Teachers	Number	176 176	8 8	184 184
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number Percent	0 0.00%	0 0.00%	0 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)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	Ó
. Temporary Classroom Assignment	0	0
District Teaching	0	Ō
Temporary	0	0

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

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

#### **Core Academic Subject Areas**

Report Not Required

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

Report Not Required

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

Report Not Required

# Low Poverty Campuses Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		73	2	76
Total Number of Classes		73 176	<b>၁</b>	76 184
Number of Classes Taught by Highly Qualified Teachers	Number	176	8	184
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

## 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)	Ō	Ō	
Non-renewable	0	Ō	
Temporary Classroom Assignment	0	Ō	
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

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

				70	70	%	
			%	At or Above	At or Above	At or Above	
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced	
						,	

Grade 4	Reading	Overell				
Grade 4	Reading	Overall American Indian	36	64	31	7
			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	76 84	37	4
		White	7	93	60	
		Students with Disabilities	41	59	18	15
		English Language Learners	23	77		2
		National School Lunch Program	19	81	28	2
		National Oction Eulich Program	19	01	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	**
		American Indian	n/a	n/a	n/a	7
		Asian	5	95		n/a
		Black	43	95 57	67	25
		Hispanic	43 31		16	2
		White		69	23	4
		Students with Disabilities	12	88	48	12
			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