

Part II a. – State Level: Comparison Between Student Achievement and the State's Academic Expectations as Measured by Adequate Yearly Progress (AYP)

		Reading/Language Arts		Mathematics		Additional Academic Indicators	
		Percent Tested Target: 95%	Percent Met Standard (Proficient) & Commended (Advanced) '08 Target: 60% '09 Target: 67%	Percent Tested Target: 95%	Percent Met Standard (Proficient) & Commended (Advanced) '08 Target: 50% '09 Target: 58%	Graduation Rate Target: 70%	Attendance Rate Target: 90%
Student Groups	Year						
All Students	2007-08	99	88	>99%	79	78.0	95.5
	2008-09	99	88	>99%	81	79.1	95.5
Native American	2007-08	99	90	99	81	81.4	94.8
	2008-09	99	91	99	83	81.7	94.8
Asian/Pacific Islander	2007-08	>99%	95	>99%	94	91.5	97.5
	2008-09	99	95	>99%	94	91.2	97.5
African American	2007-08	>99%	83	99	68	70.7	95.0
	2008-09	>99%	84	>99%	70	71.8	95.1
Hispanic	2007-08	99	84	>99%	75	68.5	95.3
	2008-09	99	85	>99%	77	70.8	95.4
White	2007-08	>99%	94	>99%	88	88.2	95.7
	2008-09	>99%	94	>99%	89	88.8	95.6
Female	2007-08	>99%	90	>99%	80	80.3	95.5
	2008-09	99	90	>99%	81	81.4	95.5
Male	2007-08	99	86	>99%	79	75.8	95.5
	2008-09	99	86	>99%	81	76.8	95.5
Special Education	2007-08	99	62	99	50	70.3	94.0
	2008-09	99	65	99	57	69.8	94.0
Limited English Proficient	2007-08	99	76	>99%	72	39.3	96.3
	2008-09	98	76	99	74	44.2	96.4
Economically Disadvantaged	2007-08	99	83	>99%	73	68.8	95.2
	2008-09	99	83	>99%	75	70.4	95.2
Migrant	2007-08	99	76	>99%	68	60.1	94.2
	2008-09	98	76	99	70	66.3	94.1

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Footnotes

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Adequate Yearly Progress (AYP) is measured for the following student groups: All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient (LEP) students. Other student groups are shown for informational purposes only.

Special formats ("*", >99%, <1%, "n/a") are used in order to comply with the Family Educational Rights and Privacy Act (FERPA). For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules:**

- http://ritter.tea.state.tx.us/ayp/2009/src_masking.html .

Contact Information

Questions regarding Part II a. of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II b. – State Level: Number of Recently Arrived LEP Students Who Are Not Assessed on the State's Reading/ELA Test*

		Number
	Year	
State	2007-08	9,855
	2008-09	9,888

Footnotes

* The number of recent immigrant Limited English Proficient (LEP) students in their first year of enrollment in US schools assessed on the Texas English Language Proficiency Assessment System (TELPAS) and not on Texas Assessment of Knowledge and Skills (TAKS) Reading/Language Arts.

Contact Information

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