





% STAAR/EOC With Accommodations	2017	74%	81%	J	100%	89%	88%	-	*	-	77%	87%	85%	82%	89%	85%	-
% STAAR Alternate 2	2017	13%	11%	J	0%	8%	8%	-	*	-	15%	9%	10%	14%	9%	9%	-
% of Non-Participants	2017	1%	2%	F	0%	0%	2%	-	*	-	0%	1%	2%	0%	0%	1%	-

\*\* 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.

0% Indicates that data for this item were statistically improbable or were reported outside a reasonable range.

State 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.

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Use of 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.

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Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. 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.

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Source: TEA Division of School Improvement and Support

Use of Teacher Quality Data

Professional qualifications of all public elementary and secondary teachers are reported on the report card.

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.

Table 1. Statewide NAEP Results for Texas, 2013-14

Grade	Subject	Overall	American Indian	Asian	Black	Hispanic	White	Students with Disabilities	English Language Learners	National School Lunch Program
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				
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				

Table 2. Statewide NAEP Results for Texas, 2013-14: Limited English Proficient

Grade	Subject	Students with Disabilities	Limited English Proficient
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