



% of Non-Participants 2016 1% 2% 0% 1% - - * - * 1% 1% 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.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 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.

State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	N	N	N						N	N	N	0	6	0
Mathematics	N	N	N						N	N	N	0	6	0
Writing	N		N						N	N	N	0	5	0
Science	N	N	Y						N	N	N	1	6	17
Social Studies	N	N	N						N	N	N	0	6	0
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a		
Mathematics	N	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				C ()		Y	Y		Y	6	6
Mathematics	Y	Y	Y						Y	Y		Y	6	6
Graduation Target Met			a										0	0
Reason Code ***														
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													

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

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 90%

Blank cells above represent student group in_

Total Tests	580	75	477	*	-	*	-	*	543	103	282	250
% at Level II Satisfactory Standard	47%	39%	48%	*	-	*	-	*	46%	24%	40%	n/a
# at Level II Satisfactory Standard	86	6	74	*	-	*	-	*	80	*	36	n/a
Total Tests	209	22	176	*	-	*	-	*	199	*	115	93
% at Level II Satisfactory Standard	41%	27%	42%	*	-	*	-	*	40%	*	31%	n/a
# at Level II Satisfactory Standard	112	14	93	*	-	*	-	*	99	8	32	n/a
Total Tests	191	27	156	*	-	*	-	*	174	29	73	65
% at Level II Satisfactory Standard	59%	52%	60%	*	-	*	-	*	57%	28%	44%	n/a
# at Level II Satisfactory Standard	77	9	66	*	-	*	-	*	69	*	23	n/a
Total Tests	192	27	157	*	-	*	99%	99%	99%	99%	99%	65
% at Level II Satisfactory Standard	40%	33%	42%	*	-	*	-	*	39%	*	32%	n/a

Number Participating	675	95	536	24	14	6	61	116	n/a	309		
Total Students	676	95	537	24	-	14	-	6	627	116	n/a	309
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Number Participating	666	92	532	23	-	13	-	6	617	115	n/a	302
Total Students	670	93	535	23	-	13	-	6	621	116	n/a	304
Participation Rate	99%	99%	99%	100%	-	100%	-	100%	99%	99%	n/a	99%

group is masked (regardless of size).

- * 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.

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. 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 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

N/A
Math/Reading Performance Gaps

No

Yes

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. is identified as a Title I school in the top 25% in annual improvement; and/zzzzzzzzzz



0	0
0	0
0	0
0	0
0	0

2	0
0	0



	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

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