

## Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools State

### 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.

				African	American	Pacific	Two or	Special	Econ						
		State	American	White	Indian	Asian	More	Ed	Disadv	ELL	Female	Male	Migrant		
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>															
<b>Grade 3</b>															
Reading	2017	<b>72%</b>	60%	67%	83%	72%	88%	74%	78%	45%	64%	63%	75%	69%	56%
	2016	<b>72%</b>	60%	67%	83%	70%	88%	76%	81%	45%	64%	62%	75%	69%	54%
Mathematics	2017	<b>76%</b>	63%	73%	85%	75%	93%	77%	80%	51%	70%	72%	77%	76%	64%
	2016	<b>74%</b>	59%	71%	84%	71%	91%	75%	80%	48%	67%	69%	74%	74%	63%
<b>Grade 4</b>															
Reading	2017	<b>69%</b>	56%	65%	81%	68%	87%	68%	77%	40%	61%	57%	72%	66%	53%
	2016	<b>74%</b>	64%	69%	84%	75%	89%	76%	81%	41%	66%	61%	78%	70%	59%
Mathematics	2017	<b>74%</b>	59%	72%	84%	74%	92%	73%	79%	45%	68%	68%	75%	74%	64%
	2016	<b>72%</b>	56%	69%	82%	73%	91%	74%	77%	42%	65%	65%	72%	72%	61%
Writing	2017	<b>64%</b>	53%	60%	72%	61%	85%	67%	70%	33%	56%	54%	69%	58%	48%
	2016	<b>68%</b>	59%	64%	78%	66%	86%	69%	75%	36%	60%	57%	74%	63%	54%
<b>Grade 5</b>															
Reading	2017	<b>81%</b>	71%	77%	89%	80%	92%	83%	86%	48%	74%	68%	82%	79%	67%
	2016	<b>80%</b>	70%	76%	89%	79%	92%	81%	87%	45%	73%	65%	83%	77%	63%
Mathematics	2017	<b>86%</b>	76%	84%	92%	85%	96%	90%	89%	62%	82%	79%	87%	85%	78%
	2016	<b>85%</b>	73%	83%	91%	84%	96%	86%	88%	55%	80%	78%	86%	83%	75%
Science	2017	<b>73%</b>	59%	68%	84%	74%	89%	75%	80%	44%	65%	57%	72%	73%	59%
	2016	<b>73%</b>	57%	69%	84%	73%	90%	72%	79%	42%	65%	58%	71%	74%	59%
<b>Grade 6</b>															
Reading	2017	<b>67%</b>	58%	60%	81%	67%	88%	68%	77%	31%	57%	38%	71%	63%	44%
	2016	<b>68%</b>	57%	61%	82%	67%	89%	69%	78%	31%	58%	40%	72%	65%	47%
Mathematics	2017	<b>75%</b>	64%	70%	86%	75%	94%	80%	82%	46%	67%	58%	75%	75%	57%
	2016	<b>71%</b>	57%	67%	83%	72%	93%	73%	78%	39%	63%	54%	72%	71%	56%
<b>Grade 7</b>															
Reading	2017	<b>72%</b>	61%	67%	83%	71%	90%	72%	80%	33%	63%	41%	76%	68%	54%
	2016	<b>69%</b>	59%	63%	82%	67%	89%	73%	78%	30%	60%	34%	74%	65%	48%
Mathematics	2017	<b>68%</b>	55%	64%	80%	67%	92%	70%	75%	36%	60%	46%	70%	66%	55%
	2016	<b>68%</b>	54%	62%	80%	65%	91%	72%	76%	32%	59%	42%	69%	66%	54%
Writing	2017	<b>68%</b>	58%	63%	79%	65%	89%	71%	76%	27%	59%	38%	76%	61%	50%
	2016	<b>68%</b>	58%	61%	80%	65%	89%	75%	77%	27%	58%	33%	75%	61%	51%
<b>Grade 8</b>															
Reading	2017	<b>84%</b>	78%	80%	92%	84%	93%	86%	91%	45%	78%	55%	88%	81%	68%
	2016	<b>85%</b>	79%	82%	93%	84%	94%	85%	91%	44%	80%	56%	89%	82%	70%
Mathematics	2017	<b>84%</b>	75%	82%	90%	84%	95%	85%	88%	51%	79%	70%	86%	82%	75%
	2016	<b>80%</b>	71%	77%	87%	78%	93%	86%	85%	41%	75%	62%	83%	77%	71%
Science	2017	<b>74%</b>	63%	69%	86%	74%	92%	76%	83%	39%	66%	44%	75%	74%	56%
	2016	<b>73%</b>	61%	68%	84%	74%	91%	79%	81%	35%	65%	42%	74%	72%	56%
Social Studies	2017	<b>62%</b>	50%	55%	75%	61%	87%	64%	72%	30%	51%	29%	61%	63%	41%
	2016	<b>62%</b>	51%	54%	75%	63%	87%	68%	72%	28%	51%	28%	60%	63%	41%

**End of Course**

		Two or More Special Econ													
		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
English I	2017	61%	51%	56%	76%	59%	82%	64%	74%	22%	52%	25%	68%	56%	42%
	2016	63%	54%	57%	76%	60%	83%	65%	74%	25%	55%	28%	71%	56%	46%
English II	2017	64%	53%	59%	79%	61%	81%	62%	76%	23%	55%	24%	70%	59%	45%
	2016	66%	56%	60%	80%	64%	82%	65%	78%	26%	57%	25%	72%	60%	45%
Algebra I	2017	81%	71%	79%	88%	77%	96%	81%	86%	45%	76%	64%	85%	77%	73%
	2016	76%	65%	73%	85%	71%	94%	76%	82%	38%	70%	56%	80%	72%	65%
Biology	2017	85%	78%	82%	93%	84%	95%	84%	92%	53%	80%	61%	88%	82%	73%
	2016	86%	80%	83%	93%	82%	95%	85%	92%	52%	81%	62%	89%	83%	73%
U.S. History	2017	91%	85%	89%	95%	90%	96%	90%	95%	60%	87%	69%	91%	91%	79%
	2016	90%	85%	88%	94%	89%	94%	93%	94%	55%	86%	67%	90%	89%	80%
<b>All Grades</b>															
All Subjects	2017	74%	63%	70%	84%	73%	90%	75%	81%	41%	66%	55%	77%	71%	59%
	2016	74%	63%	69%	84%	72%	90%	76%	81%	39%	66%	54%	76%	71%	58%
Reading	2017	71%	60%	66%	83%	69%	88%	71%	80%	34%	62%	48%	75%	67%	52%
	2016	72%	62%	66%	83%	70%	88%	73%	81%	35%	63%	49%	76%	67%	52%
Mathematics	2017	78%	66%	75%	86%	77%	94%	79%	83%	48%	72%	67%	79%	77%	67%
	2016	75%	62%	72%	85%	73%	93%	77%	81%	42%	68%	63%	77%	74%	64%
Writing	2017	66%	55%	61%	76%	63%	87%	69%	73%	30%	57%	48%	72%	60%	49%
	2016	68%	59%	63%	79%	65%	88%	72%	76%	32%	59%	48%	75%	62%	52%
Science	2017	78%	67%	73%	88%	78%	92%	79%	85%	46%	70%	55%	78%	77%	64%
	2016	77%	67%	73%	87%	77%	92%	79%	84%	44%	70%	55%	78%	77%	64%
Social Studies	2017	76%	68%	72%	85%	76%	91%	77%	83%	45%	68%	45%	76%	77%	62%
	2016	76%	69%	71%	85%	77%	90%	81%	83%	42%	68%	44%	76%	76%	63%

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

<b>All Grades</b>															
All Subjects	2017	44%	31%	37%	58%	43%	75%	46%	54%	21%	33%	22%	46%	42%	26%
	2016	42%	29%	35%	56%	40%	72%	44%	52%	19%	31%	20%	44%	40%	23%
Reading	2017	43%	31%	36%	59%	42%	71%	44%	55%	19%	32%	19%	48%	39%	23%
	2016	42%	30%	34%	58%	40%	70%	43%	54%	18%	30%	18%	47%	38%	21%
Mathematics	2017	45%	30%	39%	58%	43%	80%	47%	52%	23%	35%	30%	46%	44%	30%
	2016	40%	25%	34%	53%	38%	76%	42%	49%	20%	30%	24%	41%	40%	25%
Writing	2017	36%	25%	29%	47%	32%	67%	38%	44%	18%	26%	19%	41%	30%	20%
	2016	39%	29%	32%	52%	36%	69%	42%	48%	19%	29%	21%	46%	33%	22%
Science	2017	48%	34%	40%	64%	47%	77%	48%	59%	22%	37%	20%	48%	49%	27%
	2016	44%	31%	37%	59%	43%	74%	45%	55%	19%	33%	17%	44%	45%	25%
Social Studies	2017	48%	37%	41%	62%	47%	75%	50%	59%	22%	37%	14%	46%	51%	29%
	2016	45%	34%	37%	58%	47%	72%	49%	55%	20%	33%	12%	41%	48%	26%

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

<b>All Grades</b>															
All Subjects	2017	19%	11%	14%	29%	17%	48%	19%	27%	7%	12%	8%	20%	18%	8%
	2016	17%	9%	12%	26%	15%	45%	17%	24%	6%	10%	6%	18%	16%	6%
Reading	2017	18%	10%	13%	28%	17%	43%	17%	27%	6%	11%	7%	21%	16%	6%
	2016	16%	9%	11%	26%	14%	41%	16%	25%	5%	9%	6%	19%	14%	5%
Mathematics	2017	21%	11%	16%	30%	19%	58%	22%	27%	8%	14%	12%	21%	21%	11%
	2016	17%	8%	13%	26%	16%	53%	19%	24%	6%	10%	8%	17%	18%	8%
Writing	2017	11%	6%	7%	16%	9%	34%	11%	15%	5%	6%	4%	14%	8%	4%
	2016	14%	8%	10%	20%	12%	38%	15%	19%	6%	8%	6%	18%	10%	5%
Science	2017	19%	9%	13%	29%	17%	48%	19%	27%	6%	11%	5%	18%	19%	7%
	2016	15%	7%	10%	25%	14%	42%	16%	22%	5%	8%	3%	15%	16%	5%

		African State	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Social Studies	2017	26%	17%	19%	39%	25%	56%	26%	37%	8%	16%	4%	24%	29%	11%
	2016	21%	13%	15%	32%	21%	48%	21%	30%	6%	13%	3%	18%	24%	8%

**STAAR Participation (All Grades)**

All Tests	2017	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Reading	2017	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Mathematics	2017	100%	99%	100%	100%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%
	2016	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	100%	100%	99%	99%
Writing	2017	100%	100%	100%	99%	99%	100%	99%	99%	99%	100%	100%	100%	100%	100%
	2016	99%	99%	100%	99%	99%	99%	99%	99%	99%	100%	100%	99%	99%	100%
Science	2017	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Social Studies	2017	98%	98%	98%	98%	98%	99%	98%	98%	98%	98%	98%	98%	98%	98%
	2016	98%	98%	98%	99%	98%	99%	98%	98%	98%	98%	98%	98%	98%	98%

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

Reading Tests															
% of Participants	2017	98%	98%	97%	98%	98%	98%	98%	99%	98%	98%	96%	98%	98%	96%
% STAAR/EOC With No Accommodations	2017	13%	13%	11%	16%	14%	20%	11%	17%	13%	11%	8%	12%	13%	7%
% STAAR/EOC With Accommodations	2017	73%	74%	75%	71%	74%	55%	69%	71%	73%	75%	81%	75%	73%	81%
% STAAR Alternate 2	2017	12%	12%	12%	10%	10%	23%	17%	10%	12%	12%	7%	11%	12%	8%
% of Non-Participants	2017	2%	2%	3%	2%	2%	2%	2%	1%	2%	2%	4%	2%	2%	4%
Mathematics Tests															
% of Participants	2017	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%	99%	99%	99%	99%
% STAAR/EOC With No Accommodations	2017	12%	11%	10%	16%	12%	20%	9%	16%	12%	10%	7%	11%	13%	7%
% STAAR/EOC With Accommodations	2017	74%	74%	76%	72%	75%	55%	70%	72%	74%	76%	83%	76%	73%	83%
% STAAR Alternate 2	2017	13%	13%	13%	11%	11%	24%	18%	11%	13%	13%	8%	12%	13%	10%
% of Non-Participants	2017	1%	1%	1%	1%	2%	1%	2%	1%	1%	1%	1%	1%	1%	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.

**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	Y	Y	Y	Y	Y	Y	Y	N	N	n/a	9	11	82
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	n/a	10	11	91
Writing	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	n/a	7	11	64
Science	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	n/a	10	11	91
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	n/a	9	11	82

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met 45	Total Eligible 55	Percent of Eligible Measures Met 82
<b>Total</b>															
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	11	11	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	11	11	100
<b>Total</b>													<b>22</b>	<b>22</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target	Y	N	Y	Y	Y	Y	Y	Y	Y	N	n/a	N	8	11	73
Met															
Reason Code ***	b		c	a	c	a	d	a	c						
<b>Total</b>													<b>8</b>	<b>11</b>	<b>73</b>
<b>District: Met Federal Limits on Alternative Assessments</b>															
Reading															
Alternate 1% Number	Y														
34933															
Proficient															
Total Federal	35790														
Cap Limit															
Mathematics															
Alternate 1% Number	N														
32170															
Proficient															
Total Federal	28645														
Cap Limit															
<b>Total</b>													<b>0</b>	<b>1</b>	<b>0</b>
<b>Overall Total</b>													<b>75</b>	<b>89</b>	<b>84</b>

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

\*\*\* 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 & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	2,373,473	254,801	1,179,862	752,667	7,981	119,930	3,255	54,829	1,251,704	114,353	404,656	n/a
Total Tests	3,295,150	415,939	1,760,301	902,082	11,212	132,890	4,443	68,082	1,968,825	327,469	708,422	575,577
% at Approaches Grade Level Standard	72%	61%	67%	83%	71%	90%	73%	81%	64%	35%	57%	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	2,093,159	226,305	1,075,780	634,705	7,029	98,766	2,893	47,573	1,169,721	130,919	446,115	n/a
Total Tests	2,639,823	333,195	1,406,400	727,481	8,904	103,418	3,531	56,744	1,598,664	269,470	607,993	490,655
% at Approaches Grade Level Standard	79%	68%	76%	87%	79%	96%	82%	84%	73%	49%	73%	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	512,435	52,767	251,056	164,833	1,592	28,813	709	12,644	267,445	22,387	103,223	n/a
Total Tests	764,396	93,344	403,483	214,840	2,469	32,134	1,000	17,096	459,064	73,516	182,191	146,011
% at Approaches Grade Level Standard	67%	57%	62%	77%	64%	90%	71%	74%	58%	30%	57%	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	921,097	100,069	459,515	290,970	3,211	45,543	1,318	20,431	487,869	54,439	144,594	n/a
Total Tests	1,166,745	145,600	614,495	328,751	4,024	48,414	1,637	23,769	680,013	116,675	225,211	175,594
% at Approaches Grade Level Standard	79%	69%	75%	89%	80%	94%	81%	86%	72%	47%	64%	n/a
<b>Social Studies</b>												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Approaches Grade Level Standard	571,187	63,351	277,656	185,952	1,984	29,484	787	11,922	279,828	30,148	51,763	n/a
Total Tests	738,330	91,720	381,132	215,931	2,558	31,691	1,000	14,243	403,806	66,417	97,275	76,843
% at Approaches Grade Level Standard	77%	69%	73%	86%	78%	93%	79%	84%	69%	45%	53%	n/a

**Participation Rates**

**Reading: 2016-2017 Assessments**

Number Participating	3,501,665	449,722	1,874,396	942,857	12,215	143,252	4,879	72,079	2,098,514	348,644	n/a	657,866
Total Students	3,522,895	453,526	1,885,137	948,574	12,331	143,537	4,909	72,539	2,112,061	352,064	n/a	660,166
Participation Rate	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	n/a	100%

**Mathematics: 2016-2017 Assessments**

Number Participating	2,794,142	361,201	1,485,794	761,426	9,690	110,727	3,895	60,216	1,693,892	285,451	n/a	540,729
Total Students	2,807,473	363,421	1,492,763	765,005	9,746	110,935	3,912	60,480	1,702,517	287,769	n/a	543,062
Participation Rate	100%	99%	100%	100%	99%	100%	100%	100%	99%	99%	n/a	100%

\* 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	312,605	39,404	150,564	102,120	1,219	13,188	419	5,691	153,120	22,637	19,974	n/a
Total in Class	350,684	46,151	173,265	109,346	1,395	13,781	476	6,270	178,148	29,071	27,110	19,715
Graduation Rate	89.1%	85.4%	86.9%	93.4%	87.4%	95.7%	88.0%	90.8%	86.0%	77.9%	73.7%	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	302,262	37,951	142,404	102,000	1,283	12,822	480	5,322	144,957	22,703	17,962	n/a
Total in Class	339,626	44,533	164,646	109,200	1,486	13,444	541	5,776	169,386	29,045	24,513	18,037
Graduation Rate	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	85.6%	78.2%	73.3%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	309,334	38,997	146,801	103,361	1,314	12,959	494	5,408	149,427	24,014	19,263	n/a
Total in Class	338,913	44,414	164,233	109,052	1,484	13,428	542	5,760	168,922	29,153	24,324	17,954
Graduation Rate	91.3%	87.8%	89.4%	94.8%	88.5%	96.5%	91.1%	93.9%	88.5%	82.4%	79.2%	n/a

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

**Reading**

Number Proficient	34,933
Total Federal Cap Limit	35,790

**Mathematics**

Number Proficient	32,170
Total Federal Cap Limit	28,645

\* 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.

	----- State -----	
	Number	Percent
No Degree	4,333.3	1.2%
Bachelors	262,745.0	74.5%
Masters	83,426.6	23.6%
Doctorate	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.

#### All Campuses

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency	759	310
Non-renewable	52	29
District Teaching		4

#### High Poverty Campuses

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency	372	83
Non-renewable	25	4
District Teaching		

#### Low Poverty Campuses

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency		
Non-renewable		
District Teaching		

	----- Number of Teachers	
	Elem (PK-6)	secondary (7-12)
<b>Emergency</b>	93	42
<b>Non-renewable</b>	2	7
<b>District Teaching</b>		

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	State
<b>2014-15</b>	56.1%
<b>2013-14</b>	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	
		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		

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



**Texas Education Agency**  
**2016-17 Federal Report Card for Texas Public Schools**  
**District Name: WHITNEY ISD**  
**District ID: 109911**

**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		African		American		Pacific		Two or		Special		Econ		ELL	Female	Male	Migrant
			State	12	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv						
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>																				
<b>Grade 3</b>																				
Reading	2017	72%	70%	<b>59%</b>	*	60%	59%	-	-	-	*	*	61%	50%	61%	57%	-			
	2016	72%	71%	<b>68%</b>	*	66%	70%	-	-	-	*	45%	68%	67%	65%	70%	-			
Mathematics	2017	76%	74%	<b>57%</b>	*	52%	56%	-	-	-	*	*	58%	*	55%	59%	-			
	2016	74%	72%	<b>57%</b>	*	55%	61%	-	-	-	*	45%	50%	67%	48%	67%	-			
<b>Grade 4</b>																				
Reading	2017	69%	67%	<b>56%</b>	*	54%	59%	*	-	-	*	*	54%	57%	53%	60%	-			
	2016	74%	72%	<b>67%</b>	*	54%	78%	-	*	-	*	*	59%	*	77%	57%	-			
Mathematics	2017	74%	71%	<b>57%</b>	*	54%	61%	*	-	-	*	*	52%	64%	41%	76%	-			
	2016	72%	69%	<b>52%</b>	*	33%	62%	-	*	-	*	*	43%	*	52%	52%	-			
Writing	2017	64%	59%	<b>46%</b>	*	39%	49%	*	-	-	*	*	38%	43%	41%	51%	-			
	2016	68%	65%	<b>60%</b>	*	46%	66%	-	*	-	*	*	51%	*	77%	43%	-			
<b>Grade 5</b>																				
Reading	2017	81%	80%	<b>81%</b>	63%	78%	82%	-	*	-	*	44%	75%	70%	84%	78%	-			
	2016	80%	80%	<b>82%</b>	80%	71%	84%	-	-	-	*	50%	75%	*	81%	82%	-			
Mathematics	2017	86%	85%	<b>83%</b>	63%	74%	86%	-	*	-	*	56%	79%	80%	87%	78%	-			
	2016	85%	85%	<b>88%</b>	80%	81%	91%	-	-	-	*	50%	84%	*	91%	86%	-			
Science	2017	73%	69%	<b>62%</b>	*	43%	71%	-	*	-	*	28%	54%	*	57%	67%	-			
	2016	73%	70%	<b>70%</b>	*	62%	73%	-	-	-	*	57%	67%	*	71%	69%	-			
<b>Grade 6</b>																				
Reading	2017	67%	67%	<b>67%</b>	42%	55%	74%	-	-	-	*	40%	63%	*	71%	64%	-			
	2016	68%	68%	<b>64%</b>	*	58%	70%	-	-	-	*	*	57%	*	67%	62%	-			
Mathematics	2017	75%	75%	<b>83%</b>	100%	70%	84%	-	-	-	*	60%	77%	*	84%	83%	-			
	2016	71%	70%	<b>76%</b>	*	81%	79%	-	-	-	*	*	71%	*	83%	72%	-			
<b>Grade 7</b>																				
Reading	2017	72%	71%	<b>65%</b>	*	65%	70%	-	-	-	*	*	54%	*	65%	65%	-			
	2016	69%	68%	<b>63%</b>	*	46%	71%	*	*	*	*	*	53%	*	65%	60%	-			
Mathematics	2017	68%	68%	<b>72%</b>	*	77%	74%	-	-	-	*	*	64%	*	76%	68%	-			
	2016	68%	67%	<b>76%</b>	*	63%	83%	*	*	*	*	*	68%	*	73%	79%	-			
Writing	2017	68%	66%	<b>63%</b>	*	71%	65%	-	-	-	*	*	55%	*	69%	58%	-			
	2016	68%	66%	<b>66%</b>	*	58%	73%	*	*	*	*	*	53%	*	75%	56%	-			
<b>Grade 8</b>																				
Reading	2017	84%	85%	<b>82%</b>	*	83%	87%	*	*	*	*	*	74%	*	92%	71%	-			
	2016	85%	86%	<b>91%</b>	88%	84%	93%	*	*	*	*	53%	90%	*	98%	85%	-			
Mathematics	2017	84%	81%	<b>85%</b>	67%	76%	93%	*	*	*	*	36%	76%	*	94%	73%	-			
	2016	80%	78%	<b>81%</b>	88%	67%	82%	*	*	*	*	*	78%	*	87%	76%	-			
Science	2017	74%	73%	<b>76%</b>	56%	68%	81%	*	*	*	*	*	72%	*	75%	77%	-			
	2016	73%	70%	<b>79%</b>	75%	70%	80%	*	*	*	*	33%	80%	*	76%	81%	-			
Social Studies	2017	62%	58%	<b>63%</b>	*	50%	72%	*	*	*	*	*	47%	*	62%	65%	-			
	2016	62%	59%	<b>64%</b>	*	65%	65%	*	*	*	*	33%	60%	*	54%	73%	-			

End of Course	Year	State	Region		African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
			12	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
English I	2017	61%	61%	<b>65%</b>	50%	71%	65%	*	*	*	*	21%	60%	*	76%	57%	-	
	2016	63%	63%	<b>71%</b>	*	73%	73%	*	*	-	*	*	64%	*	83%	61%	-	
English II	2017	64%	63%	<b>64%</b>	*	67%	67%	*	*	-	*	22%	59%	*	71%	56%	-	
	2016	66%	65%	<b>75%</b>	*	67%	78%	-	-	-	83%	41%	70%	*	84%	68%	-	
Algebra I	2017	81%	81%	<b>77%</b>	73%	84%	76%	*	*	*	*	36%	75%	*	88%	67%	-	
	2016	76%	74%	<b>76%</b>	*	80%	77%	*	-	-	*	33%	68%	*	77%	74%	-	
Biology	2017	85%	84%	<b>92%</b>	88%	90%	92%	*	*	*	*	61%	89%	*	95%	89%	-	
	2016	86%	85%	<b>93%</b>	*	91%	94%	*	*	-	*	58%	92%	*	95%	91%	-	
U.S. History	2017	91%	89%	<b>81%</b>	56%	81%	83%	*	*	*	88%	59%	79%	*	76%	86%	-	
	2016	90%	89%	<b>83%</b>	*	88%	84%	*	*	-	*	50%	81%	*	88%	77%	-	
<b>All Grades</b>																		
All Subjects	2017	74%	72%	<b>70%</b>	52%	66%	73%	79%	100%	100%	62%	32%	65%	46%	72%	69%	-	
	2016	74%	72%	<b>73%</b>	47%	66%	77%	74%	100%	*	73%	33%	67%	41%	76%	70%	-	
Reading	2017	71%	70%	<b>68%</b>	42%	67%	70%	*	*	*	59%	26%	62%	48%	72%	63%	-	
	2016	72%	71%	<b>73%</b>	48%	64%	77%	*	*	*	69%	32%	67%	43%	78%	68%	-	
Mathematics	2017	78%	77%	<b>73%</b>	71%	69%	75%	83%	*	*	63%	39%	68%	49%	75%	72%	-	
	2016	75%	74%	<b>72%</b>	45%	65%	76%	*	*	*	72%	28%	65%	43%	72%	72%	-	
Writing	2017	66%	62%	<b>54%</b>	*	56%	57%	*	-	-	*	*	46%	38%	54%	55%	-	
	2016	68%	65%	<b>63%</b>	31%	52%	69%	*	*	*	*	23%	52%	33%	76%	49%	-	
Science	2017	78%	75%	<b>77%</b>	52%	66%	82%	100%	*	*	78%	36%	72%	41%	76%	78%	-	
	2016	77%	76%	<b>81%</b>	68%	75%	83%	*	*	*	100%	49%	79%	50%	82%	80%	-	
Social Studies	2017	76%	73%	<b>74%</b>	39%	65%	79%	*	*	*	82%	40%	68%	*	69%	78%	-	
	2016	76%	74%	<b>75%</b>	42%	77%	77%	*	*	*	*	42%	72%	*	75%	75%	-	

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

<b>All Grades</b>																		
All Subjects	Year	State	12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
																		12
All Subjects	2017	44%	41%	<b>37%</b>	18%	30%	41%	42%	92%	38%	36%	13%	31%	12%	37%	37%	-	
	2016	42%	39%	<b>37%</b>	9%	31%	40%	26%	86%	*	42%	16%	30%	6%	39%	35%	-	
Reading	2017	43%	41%	<b>34%</b>	13%	28%	38%	*	*	*	31%	12%	29%	14%	38%	31%	-	
	2016	42%	40%	<b>37%</b>	11%	27%	42%	*	*	*	46%	19%	30%	4%	43%	32%	-	
Mathematics	2017	45%	42%	<b>39%</b>	27%	36%	41%	17%	*	*	33%	16%	35%	16%	38%	39%	-	
	2016	40%	37%	<b>34%</b>	10%	32%	36%	*	*	*	33%	13%	27%	10%	32%	36%	-	
Writing	2017	36%	31%	<b>25%</b>	*	22%	27%	*	-	-	*	*	19%	6%	27%	23%	-	
	2016	39%	34%	<b>29%</b>	0%	23%	32%	*	*	*	*	12%	19%	7%	33%	23%	-	
Science	2017	48%	44%	<b>48%</b>	16%	32%	53%	60%	*	*	67%	14%	38%	6%	45%	50%	-	
	2016	44%	41%	<b>49%</b>	16%	49%	51%	*	*	*	50%	27%	42%	0%	51%	46%	-	
Social Studies	2017	48%	43%	<b>36%</b>	17%	20%	43%	*	*	*	36%	14%	31%	*	28%	43%	-	
	2016	45%	40%	<b>37%</b>	0%	30%	41%	*	*	*	*	9%	27%	*	36%	38%	-	

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

<b>All Grades</b>																		
All Subjects	Year	State	12	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
																		12
All Subjects	2017	19%	16%	<b>13%</b>	3%	8%	15%	8%	33%	13%	14%	5%	9%	4%	12%	14%	-	
	2016	17%	14%	<b>13%</b>	3%	8%	15%	11%	36%	*	18%	7%	9%	1%	13%	13%	-	
Reading	2017	18%	16%	<b>10%</b>	4%	5%	12%	*	*	*	9%	4%	7%	2%	12%	9%	-	
	2016	16%	14%	<b>13%</b>	4%	6%	16%	*	*	*	19%	9%	10%	2%	15%	12%	-	
Mathematics	2017	21%	18%	<b>15%</b>	4%	14%	16%	0%	*	*	22%	7%	12%	8%	13%	17%	-	
	2016	17%	15%	<b>11%</b>	4%	7%	12%	*	*	*	22%	4%	8%	0%	10%	11%	-	
Writing	2017	11%	8%	<b>6%</b>	*	5%	6%	*	-	-	*	*	4%	0%	10%	3%	-	
	2016	14%	10%	<b>6%</b>	0%	0%	7%	*	*	*	*	8%	5%	0%	8%	4%	-	
Science	2017	19%	16%	<b>18%</b>	4%	11%	22%	0%	*	*	0%	2%	12%	6%	15%	21%	-	

		Region	African	American	Pacific	Two or	More	Special	Econ	ELL	Female	Male	Migrant				
	State	12	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
	2016	15%	13%	<b>19%</b>	5%	14%	21%	*	*	*	17%	7%	11%	0%	17%	20%	-
Social Studies	2017	26%	22%	<b>16%</b>	0%	4%	23%	*	*	*	18%	6%	10%	*	9%	24%	-
	2016	21%	18%	<b>16%</b>	0%	18%	16%	*	*	*	*	6%	9%	*	14%	18%	-

**STAAR Participation (All Grades)**

All Tests	2017	99%	99%	<b>100%</b>	100%	100%	99%	100%	100%	100%	99%	100%	100%	100%	99%	100%	-
	2016	99%	99%	<b>100%</b>	98%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	-
Reading	2017	99%	99%	<b>99%</b>	100%	100%	99%	100%	*	*	97%	100%	100%	100%	99%	100%	-
	2016	99%	99%	<b>99%</b>	98%	100%	99%	100%	*	*	100%	99%	99%	100%	100%	99%	-
Mathematics	2017	100%	100%	<b>100%</b>	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	100%	<b>100%</b>	100%	100%	99%	100%	*	*	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	<b>99%</b>	100%	100%	99%	*	-	-	100%	100%	99%	100%	99%	99%	-
	2016	99%	100%	<b>100%</b>	94%	100%	100%	*	*	*	100%	100%	99%	100%	100%	99%	-
Science	2017	99%	99%	<b>100%</b>	100%	100%	100%	100%	*	*	100%	100%	100%	100%	99%	100%	-
	2016	99%	99%	<b>99%</b>	95%	100%	99%	*	*	*	100%	100%	99%	100%	99%	99%	-
Social Studies	2017	98%	99%	<b>99%</b>	100%	100%	98%	100%	*	*	100%	97%	99%	100%	99%	99%	-
	2016	98%	99%	<b>100%</b>	100%	100%	100%	*	*	*	*	100%	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%	98%	<b>100%</b>	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	12%	<b>13%</b>	13%	0%	16%	*	*	-	*	13%	10%	0%	5%	16%	-
% STAAR/EOC With Accommodations	2017	73%	75%	<b>76%</b>	75%	85%	73%	*	*	-	*	76%	77%	83%	86%	71%	-
% STAAR Alternate 2	2017	12%	11%	<b>12%</b>	13%	15%	12%	*	*	-	*	12%	13%	17%	10%	13%	-
% of Non-Participants	2017	2%	2%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	99%	<b>100%</b>	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	11%	<b>17%</b>	13%	5%	20%	*	*	-	*	17%	12%	0%	11%	19%	-
% STAAR/EOC With Accommodations	2017	74%	76%	<b>71%</b>	75%	81%	67%	*	*	-	*	71%	75%	83%	80%	66%	-
% STAAR Alternate 2	2017	13%	12%	<b>13%</b>	13%	14%	13%	*	*	-	*	13%	13%	17%	9%	15%	-
% of Non-Participants	2017	1%	1%	<b>0%</b>	0%	0%	0%	*	*	-	*	0%	0%	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)	ELL +	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	N	Y	Y				Y	Y	N	N	n/a	5	8	63
Mathematics	Y	Y	Y	Y				Y	Y	N	N	n/a	5	7	71
Writing	N		N	N					N			n/a	0	4	0
Science	Y	N	Y	Y					Y	N		n/a	4	6	67

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Social Studies	Y		Y	Y					Y	N		n/a	4	5	80
<b>Total</b>													<b>18</b>	<b>30</b>	<b>60</b>
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y				Y	Y	Y	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y				Y	Y	Y	n/a	Y	8	8	100
<b>Total</b>													<b>16</b>	<b>16</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target	Y			Y					Y		n/a		3	3	100
Met															
Reason Code ***	a			a					a						
<b>Total</b>													<b>3</b>	<b>3</b>	<b>100</b>
<b>District: Met Federal Limits on Alternative Assessments</b>															
<b>Reading</b>															
Alternate 1% Number	N														
Proficient Total Federal	11														
Cap Limit	10														
<b>Mathematics</b>															
Alternate 1% Number	N														
Proficient Total Federal	11														
Cap Limit	9														
<b>Total</b>													<b>0</b>	<b>1</b>	<b>0</b>
<b>Overall Total</b>													<b>37</b>	<b>50</b>	<b>74</b>

+ 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 & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	631	22	133	449	*	*	*	17	365	33	34	n/a
Total Tests	917	48	195	633	*	*	*	28	576	123	60	47
% at Approaches Grade Level Standard	69%	46%	68%	71%	*	*	*	61%	63%	27%	57%	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	572	33	119	395	5	*	*	15	348	40	31	n/a
Total Tests	765	47	166	517	6	*	*	24	496	97	57	46
% at Approaches Grade Level Standard	75%	70%	72%	76%	83%	*	*	63%	70%	41%	54%	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	120	*	32	83	*	-	-	*	70	*	9	n/a
Total Tests	218	*	57	145	*	-	-	*	145	*	20	16
% at Approaches Grade Level Standard	55%	*	56%	57%	*	-	-	*	48%	*	45%	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	269	13	43	197	5	*	*	6	158	17	7	n/a
Total Tests	350	25	66	241	5	*	*	8	220	48	18	15
% at Approaches Grade Level Standard	77%	52%	65%	82%	100%	*	*	75%	72%	35%	39%	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)
<b>Social Studies</b>												
# at Approaches Grade Level Standard	190	7	30	138	*	*	*	7	105	12	*	n/a
Total Tests	258	18	47	175	*	*	*	9	157	33	*	*
% at Approaches Grade Level Standard	74%	39%	64%	79%	*	*	*	78%	67%	36%	*	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	972	52	208	667	7	*	*	32	616	133	n/a	51
Total Students	977	52	208	671	7	*	*	33	619	133	n/a	51
Participation Rate	99%	100%	100%	99%	100%	*	*	97%	100%	100%	n/a	100%
<b>Mathematics: 2016-2017 Assessments</b>												
Number Participating	813	51	175	549	6	*	*	27	531	107	n/a	49
Total Students	814	51	175	550	6	*	*	27	532	107	n/a	49
Participation Rate	100%	100%	100%	100%	100%	*	*	100%	100%	100%	n/a	100%

\* 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	99	*	**	77	-	-	-	-	58	12	*	n/a
Total in Class	105	*	**	83	-	-	-	-	63	14	*	*
Graduation Rate	94.3%	*	100.0%	92.8%	-	-	-	-	92.1%	85.7%	*	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	108	*	13	87	*	-	-	*	59	23	-	n/a
Total in Class	111	*	14	89	*	-	-	*	61	25	-	-
Graduation Rate	97.3%	*	92.9%	97.8%	*	-	-	*	96.7%	92.0%	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	109	*	13	88	*	-	-	*	60	24	-	n/a
Total in Class	112	*	14	90	*	-	-	*	62	26	-	-
Graduation Rate	97.3%	*	92.9%	97.8%	*	-	-	*	96.8%	92.3%	-	n/a

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

##### Reading

Number Proficient	11
Total Federal Cap Limit	10

##### Mathematics

Number Proficient	11
Total Federal Cap Limit	9

\* 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>	92.0	84.0%	262,745.0	74.5%
<b>Masters</b>	17.5	16.0%	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.

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
<b>Emergency</b>	0	1
<b>Non-renewable</b>	0	0
<b>District Teaching</b>	0	0

**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 12	State
2014-15	57.3%	55.7%	56.1%
2013-14	59.2%	56.5%	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	
		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
		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	

#### 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

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment



**Texas Education Agency**  
**2016-17 Federal Report Card for Texas Public Schools**  
**Campus Name: WHITNEY H S**  
**Campus ID: 109911001**  
**District Name: WHITNEY ISD**

**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.

End of Course	Year	State	District	Campus	Two or More Special Ed Disadv ELL Female Male Migrant												
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>																	
English I	2017	61%	65%	<b>65%</b>	50%	71%	65%	*	*	*	*	21%	60%	*	76%	57%	-
	2016	63%	71%	<b>71%</b>	*	73%	73%	*	*	-	*	*	64%	*	83%	61%	-
English II	2017	64%	64%	<b>64%</b>	*	67%	67%	*	*	-	*	22%	59%	*	71%	56%	-
	2016	66%	75%	<b>75%</b>	*	67%	78%	-	-	-	83%	41%	70%	*	84%	68%	-
Algebra I	2017	81%	77%	<b>74%</b>	73%	84%	72%	*	*	*	*	36%	73%	*	86%	64%	-
	2016	76%	76%	<b>73%</b>	*	78%	74%	*	-	-	*	33%	68%	*	75%	71%	-
Biology	2017	85%	92%	<b>92%</b>	88%	90%	92%	*	*	*	*	61%	89%	*	95%	89%	-
	2016	86%	93%	<b>93%</b>	*	91%	94%	*	*	-	*	58%	92%	*	95%	91%	-
U.S. History	2017	91%	81%	<b>81%</b>	56%	81%	83%	*	*	*	*	88%	59%	*	76%	86%	-
	2016	90%	83%	<b>83%</b>	*	88%	84%	*	*	-	*	50%	81%	*	88%	77%	-
<b>All Grades</b>																	
All Subjects	2017	74%	70%	<b>75%</b>	63%	78%	75%	71%	100%	*	71%	38%	72%	39%	80%	70%	-
	2016	74%	73%	<b>79%</b>	44%	79%	81%	*	*	-	75%	40%	75%	55%	85%	73%	-
Reading	2017	71%	68%	<b>65%</b>	42%	69%	66%	*	*	*	50%	22%	59%	*	74%	57%	-
	2016	72%	73%	<b>73%</b>	*	70%	75%	*	*	-	78%	33%	67%	*	84%	65%	-
Mathematics	2017	78%	73%	<b>74%</b>	73%	84%	72%	*	*	*	*	36%	73%	*	86%	64%	-
	2016	75%	72%	<b>73%</b>	*	78%	74%	*	-	-	*	33%	68%	*	75%	71%	-
Science	2017	78%	77%	<b>92%</b>	88%	90%	92%	*	*	*	*	61%	89%	*	95%	89%	-
	2016	77%	81%	<b>93%</b>	*	91%	94%	*	*	-	*	58%	92%	*	95%	91%	-
Social Studies	2017	76%	74%	<b>81%</b>	56%	81%	83%	*	*	*	*	88%	59%	*	76%	86%	-
	2016	76%	75%	<b>83%</b>	*	88%	84%	*	*	-	*	50%	81%	*	88%	77%	-

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

<b>All Grades</b>																	
All Subjects	2017	44%	37%	<b>44%</b>	25%	47%	46%	35%	100%	*	29%	13%	38%	11%	46%	43%	-
	2016	42%	37%	<b>47%</b>	17%	50%	48%	*	*	-	42%	14%	40%	0%	56%	39%	-
Reading	2017	43%	34%	<b>42%</b>	17%	49%	43%	*	*	*	20%	10%	37%	*	50%	35%	-
	2016	42%	37%	<b>50%</b>	*	52%	50%	*	*	-	56%	22%	41%	*	65%	38%	-
Mathematics	2017	45%	39%	<b>30%</b>	18%	42%	30%	*	*	*	*	8%	27%	*	33%	28%	-
	2016	40%	34%	<b>18%</b>	*	35%	14%	*	-	-	*	0%	17%	*	25%	10%	-
Science	2017	48%	48%	<b>65%</b>	50%	60%	67%	*	*	*	*	17%	56%	*	63%	66%	-
	2016	44%	49%	<b>72%</b>	*	77%	73%	*	*	-	*	25%	65%	*	82%	61%	-
Social Studies	2017	48%	36%	<b>43%</b>	22%	35%	46%	*	*	*	*	38%	23%	*	34%	50%	-
	2016	45%	37%	<b>46%</b>	*	38%	50%	*	*	-	*	6%	36%	*	46%	46%	-

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

**All Grades**

**Texas Education Agency**  
**2016-17 Federal Report Card for Texas Public Schools**  
**Campus Name: WHITNEY MIDDLE**  
**Campus ID: 109911041**  
**District Name: WHITNEY ISD**

**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.

				African		American		Pacific		Two or		Ed	Disadv	ELL	Female	Male	Migrant	
				State	District	Campus	American	Hispanic	White	Indian	Asian							Islander
<b>STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)</b>																		
<b>Grade 6</b>																		
Reading	2017	67%	67%	<b>67%</b>	42%	55%	74%	-	-	-	*	40%	63%	*	71%	64%	-	
	2016	68%	64%	<b>64%</b>	*	58%	70%	-	-	-	*	*	57%	*	67%	62%	-	
Mathematics	2017	75%	83%	<b>83%</b>	100%	70%	84%	-	-	-	*	60%	77%	*	84%	83%	-	
	2016	71%	76%	<b>76%</b>	*	81%	79%	-	-	-	*	*	71%	*	83%	72%	-	
<b>Grade 7</b>																		
Reading	2017	72%	65%	<b>65%</b>	*	65%	70%	-	-	-	*	*	54%	*	65%	65%	-	
	2016	69%	63%	<b>63%</b>	*	46%	71%	*	*	*	*	*	53%	*	65%	60%	-	
Mathematics	2017	68%	72%	<b>72%</b>	*	77%	74%	-	-	-	*	*	64%	*	76%	68%	-	
	2016	68%	76%	<b>76%</b>	*	63%	83%	*	*	*	*	*	68%	*	73%	79%	-	
Writing	2017	68%	63%	<b>63%</b>	*	71%	65%	-	-	-	*	*	55%	*	69%	58%	-	
	2016	68%	66%	<b>66%</b>	*	58%	73%	*	*	*	*	*	53%	*	75%	56%	-	
<b>Grade 8</b>																		
Reading	2017	84%	82%	<b>82%</b>	*	83%	87%	*	*	*	*	*	74%	*	92%	71%	-	
	2016	85%	91%	<b>91%</b>	88%	84%	93%	*	*	*	*	*	53%	90%	*	98%	85%	-
Mathematics	2017	84%	85%	<b>85%</b>	67%	76%	93%	*	*	*	*	36%	76%	*	94%	73%	-	
	2016	80%	81%	<b>81%</b>	88%	67%	82%	*	*	*	*	*	78%	*	87%	76%	-	
Science	2017	74%	76%	<b>76%</b>	56%	68%	81%	*	*	*	*	*	72%	*	75%	77%	-	
	2016	73%	79%	<b>79%</b>	75%	70%	80%	*	*	*	*	33%	80%	*	76%	81%	-	
Social Studies	2017	62%	63%	<b>63%</b>	*	50%	72%	*	*	*	*	*	47%	*	62%	65%	-	
	2016	62%	64%	<b>64%</b>	*	65%	65%	*	*	*	*	33%	60%	*	54%	73%	-	
<b>End of Course</b>																		
Algebra I	2017	81%	77%	<b>100%</b>	-	-	100%	-	-	-	-	-	100%	-	100%	100%	-	
	2016	76%	76%	<b>100%</b>	-	*	100%	-	-	-	-	-	*	-	100%	100%	-	
<b>All Grades</b>																		
All Subjects	2017	74%	70%	<b>73%</b>	50%	69%	78%	*	*	*	55%	23%	65%	23%	77%	69%	-	
	2016	74%	73%	<b>74%</b>	54%	66%	78%	91%	100%	*	78%	24%	69%	25%	75%	72%	-	
Reading	2017	71%	68%	<b>72%</b>	38%	69%	77%	*	*	*	*	21%	63%	*	77%	66%	-	
	2016	72%	73%	<b>73%</b>	57%	61%	79%	*	*	*	67%	26%	68%	*	76%	70%	-	
Mathematics	2017	78%	73%	<b>81%</b>	77%	75%	84%	*	*	*	*	36%	73%	*	86%	76%	-	
	2016	75%	72%	<b>79%</b>	61%	71%	82%	*	*	*	78%	18%	73%	*	81%	76%	-	
Writing	2017	66%	54%	<b>63%</b>	*	71%	65%	-	-	-	*	*	55%	*	69%	58%	-	
	2016	68%	63%	<b>66%</b>	*	58%	73%	*	*	*	*	*	53%	*	75%	56%	-	
Science	2017	78%	77%	<b>76%</b>	56%	68%	81%	*	*	*	*	*	72%	*	75%	77%	-	
	2016	77%	81%	<b>79%</b>	75%	70%	80%	*	*	*	*	33%	80%	*	76%	81%	-	
Social Studies	2017	76%	74%	<b>63%</b>	*	50%	72%	*	*	*	*	*	47%	*	62%	65%	-	
	2016	76%	75%	<b>64%</b>	*	65%	65%	*	*	*	*	33%	60%	*	54%	73%	-	

				African	American	Pacific	Two or	Special	Econ									
		State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
<b>STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)</b>																		
<b>All Grades</b>																		
All Subjects	2017	44%	37%	<b>40%</b>	16%	29%	46%	*	*	*	41%	11%	33%	3%	42%	37%	-	
	2016	42%	37%	<b>38%</b>	7%	33%	43%	9%	86%	*	44%	9%	30%	8%	39%	38%	-	
Reading	2017	43%	34%	<b>34%</b>	8%	24%	41%	*	*	*	*	14%	27%	*	38%	31%	-	
	2016	42%	37%	<b>33%</b>	4%	22%	39%	*	*	*	33%	7%	25%	*	36%	31%	-	
Mathematics	2017	45%	39%	<b>50%</b>	35%	44%	53%	*	*	*	*	17%	44%	*	51%	48%	-	
	2016	40%	34%	<b>47%</b>	13%	44%	52%	*	*	*	44%	9%	39%	*	49%	46%	-	
Writing	2017	36%	25%	<b>28%</b>	*	29%	31%	-	-	-	*	*	22%	*	40%	19%	-	
	2016	39%	29%	<b>34%</b>	*	29%	38%	*	*	*	*	*	22%	*	37%	31%	-	
Science	2017	48%	48%	<b>50%</b>	0%	25%	65%	*	*	*	*	*	40%	*	52%	48%	-	
	2016	44%	49%	<b>46%</b>	13%	45%	49%	*	*	*	*	13%	35%	*	41%	49%	-	
Social Studies	2017	48%	36%	<b>26%</b>	*	7%	37%	*	*	*	*	*	20%	*	22%	31%	-	
	2016	45%	37%	<b>24%</b>	*	20%	29%	*	*	*	*	13%	16%	*	19%	29%	-	

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

<b>All Grades</b>																		
All Subjects	2017	19%	13%	<b>17%</b>	3%	9%	22%	*	*	*	14%	8%	13%	0%	16%	18%	-	
	2016	17%	13%	<b>14%</b>	3%	7%	17%	0%	14%	*	22%	3%	9%	0%	13%	16%	-	
Reading	2017	18%	10%	<b>15%</b>	4%	6%	20%	*	*	*	*	10%	12%	*	17%	13%	-	
	2016	16%	13%	<b>16%</b>	0%	6%	21%	*	*	*	22%	5%	10%	*	16%	17%	-	
Mathematics	2017	21%	15%	<b>20%</b>	4%	18%	22%	*	*	*	*	14%	17%	*	17%	22%	-	
	2016	17%	11%	<b>15%</b>	4%	11%	17%	*	*	*	33%	0%	11%	*	15%	16%	-	
Writing	2017	11%	6%	<b>9%</b>	*	6%	10%	-	-	-	*	*	4%	*	13%	5%	-	
	2016	14%	6%	<b>3%</b>	*	0%	4%	*	*	*	*	*	3%	*	2%	4%	-	
Science	2017	19%	18%	<b>21%</b>	0%	4%	32%	*	*	*	*	*	15%	*	17%	25%	-	
	2016	15%	19%	<b>20%</b>	13%	5%	25%	*	*	*	*	7%	10%	*	16%	24%	-	
Social Studies	2017	26%	16%	<b>19%</b>	*	0%	29%	*	*	*	*	*	14%	*	13%	25%	-	
	2016	21%	16%	<b>10%</b>	*	10%	11%	*	*	*	*	7%	3%	*	6%	13%	-	

**STAAR Participation (All Grades)**

All Tests	2017	99%	100%	<b>100%</b>	100%	100%	99%	*	*	*	100%	99%	99%	100%	99%	100%	-	
	2016	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	
Reading	2017	99%	99%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	99%	100%	99%	100%	-	
	2016	99%	99%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-	
Mathematics	2017	100%	100%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	99%	100%	99%	100%	-	
	2016	100%	100%	<b>100%</b>	100%	100%	100%	*	*	*	100%	100%	99%	100%	100%	99%	-	
Writing	2017	100%	99%	<b>100%</b>	100%	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	
	2016	99%	100%	<b>100%</b>	100%	100%	100%	*	*	*	*	100%	100%	*	100%	100%	-	
Science	2017	99%	100%	<b>99%</b>	100%	100%	99%	*	*	*	*	100%	100%	*	98%	100%	-	
	2016	99%	99%	<b>99%</b>	100%	100%	99%	*	*	*	*	100%	99%	*	98%	100%	-	
Social Studies	2017	98%	99%	<b>98%</b>	100%	100%	97%	*	*	*	*	93%	98%	*	98%	98%	-	
	2016	98%	100%	<b>100%</b>	100%	100%	100%	*	*	*	*	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%	100%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-	
% STAAR/EOC With No Accommodations		2017	13%	13%	<b>21%</b>	20%	0%	28%	-	*	-	*	21%	17%	*	17%	23%	-	

% STAAR/EOC With Accommodations	2017	73%	76%	<b>62%</b>	60%	80%	56%	-	*	-	*	62%	69%	*	67%	60%	-
% STAAR Alternate 2	2017	12%	12%	<b>17%</b>	20%	20%	16%	-	*	-	*	17%	14%	*	17%	17%	-
% of Non-Participants	2017	2%	0%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-
<b>Mathematics Tests</b>																	
% of Participants	2017	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	17%	<b>19%</b>	20%	0%	24%	-	*	-	*	19%	14%	*	8%	23%	-
% STAAR/EOC With Accommodations	2017	74%	71%	<b>64%</b>	60%	80%	60%	-	*	-	*	64%	72%	*	75%	60%	-
% STAAR Alternate 2	2017	13%	13%	<b>17%</b>	20%	20%	16%	-	*	-	*	17%	14%	*	17%	17%	-
% of Non-Participants	2017	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-

\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 'L' 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)	ELL +	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	Y					Y	N		n/a	4	5	80
Mathematics	Y		Y	Y					Y	N		n/a	4	5	80
Writing	Y		Y	Y					N			n/a	3	4	75
Science	Y		Y	Y					Y			n/a	4	4	100
Social Studies	Y		N	Y					N			n/a	2	4	50
<b>Total</b>													<b>17</b>	<b>22</b>	<b>77</b>
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y	n/a		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a		6	6	100
<b>Total</b>													<b>12</b>	<b>12</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target												n/a	0	0	
Met															
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>District: Met Federal Limits on Alternative Assessments</b>															
Reading															
Alternate 1% Number	n/a														
Proficient															
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1% Number	n/a														
Proficient															
Total Federal Cap Limit	n/a														
<b>Total</b>															
<b>Overall Total</b>													<b>29</b>	<b>34</b>	<b>85</b>

Percent of Eligible Measures Met

	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
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)  
 \*\*\* 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 & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	230	10	53	160	*	*	*	*	118	9	*	n/a
Total Tests	317	24	76	207	*	*	*	*	184	40	*	*
% at Approaches Grade Level Standard	73%	42%	70%	77%	*	*	*	*	64%	23%	*	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	259	18	60	174	*	*	*	*	136	15	*	n/a
Total Tests	317	24	76	207	*	*	*	*	184	40	*	*
% at Approaches Grade Level Standard	82%	75%	79%	84%	*	*	*	*	74%	38%	*	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	70	*	21	48	-	-	-	*	40	*	*	n/a
Total Tests	110	*	30	72	-	-	-	*	70	*	*	*
% at Approaches Grade Level Standard	64%	*	70%	67%	-	-	-	*	57%	*	*	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	80	5	17	53	*	*	*	*	40	*	*	n/a
Total Tests	106	9	25	66	*	*	*	*	56	*	*	*
% at Approaches Grade Level Standard	75%	56%	68%	80%	*	*	*	*	71%	*	*	n/a
<b>Social Studies</b>												
# at Approaches Grade Level Standard	65	*	12	46	*	*	*	*	25	*	*	n/a
Total Tests	105	*	25	65	*	*	*	*	55	*	*	*
% at Approaches Grade Level Standard	62%	*	48%	71%	*	*	*	*	45%	*	*	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	335	26	80	219	*	*	*	7	197	42	n/a	11
Total Students	336	26	80	220	*	*	*	7	198	42	n/a	11
Participation Rate	100%	100%	100%	100%	*	*	*	100%	99%	100%	n/a	100%
<b>Mathematics: 2016-2017 Assessments</b>												
Number Participating	335	26	80	219	*	*	*	7	197	42	n/a	11
Total Students	336	26	80	220	*	*	*	7	198	42	n/a	11
Participation Rate	100%	100%	100%	100%	*	*	*	100%	99%	100%	n/a	100%

\* 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	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

	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>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

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

**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

**Mathematics**

Number Proficient	n/a
Total Federal Cap Limit	n/a

- \* 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.

**Priority School Identification:** No  
**Priority School Reason:** N/A  
**Focus School Reason:** N/A

**Focus School Identification:** No

**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.

**High Performing School:** No  
**High Progress School:** No

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.0%	1.2%
<b>Bachelors</b>	18.3	73.9%	84.0%	74.5%
<b>Masters</b>	6.5	26.1%	16.0%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.0%	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

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.

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

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
	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
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

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



**Texas Education Agency**  
**2016-17 Federal Report Card for Texas Public Schools**

**Campus Name:** WHITNEY INT

**Campus ID:** 109911102

**District Name:** WHITNEY ISD

**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.

				African		American		Pacific		Two or More Special Econ		ELL	Female	Male	Migrant		
				State	District	Campus	American	Hispanic	White	Indian	Asian					Islander	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%	59%	<b>59%</b>	*	60%	59%	-	-	-	*	*	61%	50%	61%	57%	-
	2016	72%	68%	<b>68%</b>	*	66%	70%	-	-	-	*	45%	68%	67%	65%	70%	-
Mathematics	2017	76%	57%	<b>57%</b>	*	52%	56%	-	-	-	*	*	58%	*	55%	59%	-
	2016	74%	57%	<b>57%</b>	*	55%	61%	-	-	-	*	45%	50%	67%	48%	67%	-
<b>Grade 4</b>																	
Reading	2017	69%	56%	<b>56%</b>	*	54%	59%	*	-	-	*	*	54%	57%	53%	60%	-
	2016	74%	67%	<b>67%</b>	*	54%	78%	-	*	-	*	*	59%	*	77%	57%	-
Mathematics	2017	74%	57%	<b>57%</b>	*	54%	61%	*	-	-	*	*	52%	64%	41%	76%	-
	2016	72%	52%	<b>52%</b>	*	33%	62%	-	*	-	*	*	43%	*	52%	52%	-
Writing	2017	64%	46%	<b>46%</b>	*	39%	49%	*	-	-	*	*	38%	43%	41%	51%	-
	2016	68%	60%	<b>60%</b>	*	46%	66%	-	*	-	*	*	51%	*	77%	43%	-
<b>Grade 5</b>																	
Reading	2017	81%	81%	<b>81%</b>	63%	78%	82%	-	*	-	*	44%	75%	70%	84%	78%	-
	2016	80%	82%	<b>82%</b>	80%	71%	84%	-	-	-	*	50%	75%	*	81%	82%	-
Mathematics	2017	86%	83%	<b>83%</b>	63%	74%	86%	-	*	-	*	56%	79%	80%	87%	78%	-
	2016	85%	88%	<b>88%</b>	80%	81%	91%	-	-	-	*	50%	84%	*	91%	86%	-
Science	2017	73%	62%	<b>62%</b>	*	43%	71%	-	*	-	*	28%	54%	*	57%	67%	-
	2016	73%	70%	<b>70%</b>	*	62%	73%	-	-	-	*	57%	67%	*	71%	69%	-
<b>All Grades</b>																	
All Subjects	2017	74%	70%	<b>63%</b>	44%	56%	66%	*	*	-	61%	35%	59%	54%	60%	66%	-
	2016	74%	73%	<b>68%</b>	40%	58%	73%	-	*	-	67%	40%	62%	44%	70%	65%	-
Reading	2017	71%	68%	<b>66%</b>	50%	63%	68%	*	*	-	67%	36%	63%	59%	66%	66%	-
	2016	72%	73%	<b>72%</b>	43%	64%	77%	-	*	-	63%	39%	67%	48%	74%	70%	-
Mathematics	2017	78%	73%	<b>66%</b>	57%	59%	69%	*	*	-	63%	43%	63%	62%	61%	72%	-
	2016	75%	72%	<b>65%</b>	35%	55%	71%	-	*	-	63%	37%	58%	45%	63%	68%	-
Writing	2017	66%	54%	<b>46%</b>	*	39%	49%	*	-	-	*	*	38%	43%	41%	51%	-
	2016	68%	63%	<b>60%</b>	*	46%	66%	-	*	-	*	*	51%	*	77%	43%	-
Science	2017	78%	77%	<b>62%</b>	*	43%	71%	-	*	-	*	28%	54%	*	57%	67%	-
	2016	77%	81%	<b>70%</b>	*	62%	73%	-	-	-	*	57%	67%	*	71%	69%	-

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

<b>All Grades</b>																	
All Subjects	2017	44%	37%	<b>28%</b>	15%	20%	30%	*	*	-	37%	15%	24%	15%	25%	31%	-
	2016	42%	37%	<b>28%</b>	10%	19%	31%	-	*	-	38%	27%	23%	6%	26%	29%	-
Reading	2017	43%	34%	<b>28%</b>	21%	17%	30%	*	*	-	33%	12%	23%	18%	27%	28%	-
	2016	42%	37%	<b>30%</b>	13%	16%	36%	-	*	-	50%	29%	27%	6%	32%	29%	-
Mathematics	2017	45%	39%	<b>32%</b>	21%	26%	34%	*	*	-	31%	19%	30%	21%	28%	36%	-
	2016	40%	34%	<b>27%</b>	9%	20%	30%	-	*	-	25%	24%	21%	6%	20%	33%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
Writing	2017	36%	25%	<b>22%</b>	*	14%	23%	*	-	-	*	*	17%	7%	16%	28%	-
	2016	39%	29%	<b>23%</b>	*	17%	26%	-	*	-	*	*	17%	*	30%	16%	-
Science	2017	48%	48%	<b>26%</b>	*	17%	28%	-	*	-	*	17%	16%	*	21%	32%	-
	2016	44%	49%	<b>25%</b>	*	24%	27%	-	-	-	*	43%	25%	*	23%	28%	-

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

**All Grades**

All Subjects	2017	19%	13%	<b>12%</b>	3%	8%	12%	*	*	-	17%	3%	8%	5%	13%	11%	-
	2016	17%	13%	<b>11%</b>	3%	3%	13%	-	*	-	19%	11%	9%	1%	11%	11%	-
Reading	2017	18%	10%	<b>13%</b>	7%	7%	15%	*	*	-	13%	0%	8%	3%	16%	11%	-
	2016	16%	13%	<b>15%</b>	4%	5%	19%	-	*	-	25%	11%	12%	3%	16%	15%	-
Mathematics	2017	21%	15%	<b>14%</b>	0%	12%	14%	*	*	-	25%	5%	11%	12%	13%	15%	-
	2016	17%	11%	<b>9%</b>	4%	3%	11%	-	*	-	13%	11%	7%	0%	7%	10%	-
Writing	2017	11%	6%	<b>4%</b>	*	4%	3%	*	-	-	*	*	4%	0%	6%	2%	-
	2016	14%	6%	<b>9%</b>	*	0%	10%	-	*	-	*	*	6%	*	13%	4%	-
Science	2017	19%	18%	<b>10%</b>	*	9%	11%	-	*	-	*	6%	5%	*	10%	10%	-
	2016	15%	19%	<b>7%</b>	*	0%	9%	-	-	-	*	7%	6%	*	6%	7%	-

**STAAR Participation (All Grades)**

All Tests	2017	99%	100%	<b>100%</b>	100%	100%	100%	100%	*	*	-	98%	100%	100%	100%	100%	100%	-
	2016	99%	100%	<b>99%</b>	97%	100%	99%	-	*	-	-	100%	100%	99%	100%	100%	99%	-
Reading	2017	99%	99%	<b>100%</b>	100%	100%	100%	100%	*	*	-	94%	100%	100%	100%	99%	-	
	2016	99%	99%	<b>100%</b>	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	99%	-	
Mathematics	2017	100%	100%	<b>100%</b>	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	-	
	2016	100%	100%	<b>99%</b>	100%	100%	99%	-	*	-	-	100%	100%	100%	99%	99%	-	
Writing	2017	100%	99%	<b>98%</b>	*	100%	98%	100%	*	-	-	100%	100%	99%	100%	98%	-	
	2016	99%	100%	<b>99%</b>	89%	100%	100%	-	*	-	-	100%	99%	100%	100%	98%	-	
Science	2017	99%	100%	<b>100%</b>	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-	
	2016	99%	99%	<b>98%</b>	89%	100%	99%	-	-	-	-	100%	97%	100%	98%	98%	-	

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

Reading Tests																	
% of Participants	2017	98%	100%	<b>100%</b>	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	13%	<b>10%</b>	*	0%	13%	-	-	-	*	10%	6%	*	0%	14%	-
% STAAR/EOC With Accommodations	2017	73%	76%	<b>76%</b>	*	86%	71%	-	-	-	*	76%	77%	*	100%	64%	-
% STAAR Alternate 2	2017	12%	12%	<b>14%</b>	*	14%	16%	-	-	-	*	14%	17%	*	0%	21%	-
% of Non-Participants	2017	2%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	<b>100%</b>	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	17%	<b>10%</b>	*	0%	13%	-	-	-	*	10%	6%	*	0%	14%	-
% STAAR/EOC With Accommodations	2017	74%	71%	<b>76%</b>	*	86%	71%	-	-	-	*	76%	77%	*	100%	64%	-
% STAAR Alternate 2	2017	13%	13%	<b>14%</b>	*	14%	16%	-	-	-	*	14%	17%	*	0%	21%	-
% of Non-Participants	2017	1%	0%	<b>0%</b>	*	0%	0%	-	-	-	*	0%	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)	ELL +	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	Y					Y	N	Y	n/a	5	6	83
Mathematics	Y		Y	Y					Y	N	Y	n/a	5	6	83
Writing	N		N	N					N			n/a	0	4	0
Science	Y			Y					N			n/a	2	3	67
Social Studies												n/a	0	0	
<b>Total</b>													<b>12</b>	<b>19</b>	<b>63</b>
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y	Y	n/a	Y	6	6	100
Mathematics	Y		Y	Y					Y	Y	n/a	Y	6	6	100
<b>Total</b>													<b>12</b>	<b>12</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target												n/a	0	0	
Met															
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>District: Met Federal Limits on Alternative Assessments</b>															
Reading															
Alternate 1% Number	n/a														
Proficient															
Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1% Number	n/a														
Proficient															
Total Federal	n/a														
Cap Limit															
<b>Total</b>															
<b>Overall Total</b>													<b>24</b>	<b>31</b>	<b>77</b>

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

\*\*\* 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 & Monitored)	ELL (Current)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Approaches Grade Level Standard	215	7	48	149	*	*	-	9	144	15	27	n/a
Total Tests	317	12	73	217	*	*	-	13	219	38	40	33
% at Approaches Grade Level Standard	68%	58%	66%	69%	*	*	-	69%	66%	39%	68%	n/a
<b>Mathematics</b>												
# at Approaches Grade Level Standard	215	7	45	152	*	*	-	9	144	18	26	n/a
Total Tests	318	12	73	217	*	*	-	14	220	38	40	33

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
% at Approaches Grade Level Standard	68%	58%	62%	70%	*	*	-	64%	65%	47%	65%	n/a
<b>Writing</b>												
# at Approaches Grade Level Standard	50	*	11	35	*	-	-	*	30	*	8	n/a
Total Tests	108	*	27	73	*	-	-	*	75	*	17	14
% at Approaches Grade Level Standard	46%	*	41%	48%	*	-	-	*	40%	*	47%	n/a
<b>Science</b>												
# at Approaches Grade Level Standard	72	*	10	58	-	*	-	*	42	5	*	n/a
Total Tests	118	*	23	83	-	*	-	*	79	18	*	*
% at Approaches Grade Level Standard	61%	*	43%	70%	-	*	-	*	53%	28%	*	n/a
<b>Social Studies</b>												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
Number Participating	338	14	76	231	*	*	-	15	235	42	n/a	34
Total Students	339	14	76	231	*	*	-	16	236	42	n/a	34
Participation Rate	100%	100%	100%	100%	*	*	-	94%	100%	100%	n/a	100%
<b>Mathematics: 2016-2017 Assessments</b>												
Number Participating	339	14	76	231	*	*	-	16	236	42	n/a	34
Total Students	339	14	76	231	*	*	-	16	236	42	n/a	34
Participation Rate	100%	100%	100%	100%	*	*	-	100%	100%	100%	n/a	100%

\* 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	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
<b>Mathematics</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

\* 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.

**Priority School Identification:** No  
**Priority School Reason:** N/A  
**Focus School Identification:** No  
**Focus School Reason:** N/A

**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.

**High Performing School:** No  
**High Progress School:** No

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.0%	1.2%
<b>Bachelors</b>	18.9	82.5%	84.0%	74.5%
<b>Masters</b>	4.0	17.5%	16.0%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.0%	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

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.

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

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
	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

### 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

## Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

**Campus Name:** WHITNEY EL

**Campus ID:** 109911101

**District Name:** WHITNEY ISD

**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.

There is no data for this campus.

**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)	ELL +	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															n/a
Mathematics															n/a
Writing															n/a
Science															n/a
Social Studies															n/a
<b>Total</b>															
<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading					n/a	n/a	n/a	n/a							n/a
Mathematics					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%		
Reading											n/a				
Mathematics											n/a				
<b>Total</b>															
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target												n/a	0	0	
Met															
Reason Code ***															
<b>Total</b>													0	0	
<b>District: Met Federal Limits on Alternative Assessments</b>															
Reading															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
<b>Total</b>															
<b>Overall Total</b>													0	0	

+ 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 88.5%

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 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 & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
<b>Performance Rates</b>														
<b>Reading</b>														
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Mathematics</b>														
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Writing</b>														
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>														
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Social Studies</b>														
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>														
<b>Reading: 2016-2017 Assessments</b>														
Number Participating	-	-	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Mathematics: 2016-2017 Assessments</b>														
Number Participating	-	-	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a

\* 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	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

	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>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
<b>Mathematics</b>												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

\* 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.

**Priority School Identification:** No  
**Priority School Reason:** N/A  
**Focus School Reason:** N/A

**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.

**High Performing School:** No  
**High Progress School:** No

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.0%	1.2%
<b>Bachelors</b>	26.1	100.0%	84.0%	74.5%
<b>Masters</b>	0.0	0.0%	16.0%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.0%	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

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.

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

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
	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	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

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