

State of Texas Assessments of Academic Readiness (STAAR™)  
**Performance Labels and Policy Definitions**

The Texas Education Agency (TEA), in cooperation with the Texas Higher Education Coordinating Board (THECB), convened a Performance Descriptor Advisory Committee (PDAC) in fall 2010 to recommend performance labels and policy definitions for the performance standards of the State of Texas Assessments of Academic Readiness (STAAR). The purpose of the performance labels and policy definitions is to describe the general level of knowledge and skills evident at each performance level for all grades and subjects. The committee represented the diversity of stakeholders in public education and higher education in Texas. For more information about committee membership and the discussions and recommendations of this committee, a report is available in Appendix A of the House Bill 3 Transition Plan at <http://www.tea.state.tx.us/student.assessment/hb3plan/>.

Following the meeting, TEA staff used the PDAC recommendations to draft final TEA staff recommendations for performance labels and policy definitions. These staff recommendations were presented to a representative group of PDAC members and received their unanimous approval. The commissioner of education subsequently approved the recommendations.

There will be two cut scores, which will identify three performance categories. For the general STAAR assessments, STAAR Spanish, and STAAR L, the labels for the performance categories are:

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

Below are the policy definitions for the general STAAR assessments, STAAR Spanish, and STAAR L.

Level III: Advanced Academic Performance\*

Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

*\* For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.*

Level II: Satisfactory Academic Performance\*\*

Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but may need short-term, targeted academic intervention.

*\*\* For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.*

Level I: Unsatisfactory Academic Performance

Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

STAAR Modified has the same performance labels as the general STAAR assessments but different policy definitions. The STAAR Modified performance labels and policy definitions can be found on the STAAR Modified webpage at <http://www.tea.state.tx.us/student.assessment/special-ed/staarm/>.

For the STAAR Alternate assessments, the performance labels are

- Level III: Accomplished Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

The policy definitions for the STAAR Alternate performance labels can be found on the STAAR Alternate webpage at <http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/>.

State of Texas Assessments of Academic Readiness (STAAR™)  
**EOC Level II: Satisfactory Academic Performance Phase-In I Summary Report**  
 2012 Statewide Results\*

**Combined Spring and Summer Administrations 2012**

Algebra I		English I - Reading		English I - Writing		
339,595 students tested		335,870 students tested		335,996 students tested		
Level II : Satisfactory						
Student Group	Phase-In I Standard Classes of 2015 & 2016	Phase-In I Standard Classes of 2017 & 2018	Phase-In I Standard Classes of 2019 & Beyond	Phase-In I Standard Classes of 2015 & 2016	Phase-In I Standard Classes of 2017 & 2018	Phase-In I Standard Classes of 2019 & Beyond
	All Students	286,522	208,005	130,880	201,266	151,669
	84%	61%	39%	60%	45%	36%

Black or African American	33,079	20,655	10,628	21,249	14,546	10,662
	78%	48%	25%	50%	34%	25%
Hispanic / Latino	133,031	88,818	49,955	81,653	56,330	41,730
	80%	54%	30%	50%	35%	26%
White	100,669	81,431	56,792	82,422	67,089	56,372
	91%	74%	51%	75%	61%	51%
Asian	12,322	11,327	9,673	10,540	9,466	8,588
	95%	88%	75%	83%	75%	68%
American Indian or Alaska Native	1,248	909	536	925	670	545
	85%	62%	37%	61%	44%	36%
Native Hawaiian or Oth Pacific Islander	419	327	206	332	258	199
	90%	70%	44%	71%	55%	43%
Two or More Races	4,876	3,869	2,655	3,837	3,079	2,566
	90%	72%	49%	72%	58%	48%

Economically Disadvantaged	145,532	93,871	50,667	85,402	57,177	41,344
	79%	51%	27%	47%	31%	23%
Limited English Proficient	13,366	6,814	3,148	2,281	1,145	684
	60%	31%	14%	11%	5%	3%
Special Education	8,759	3,847	1,590	2,503	1,377	919
	54%	24%	10%	14%	8%	5%

\* Includes STAAR and STAAR L

State of Texas Assessments of Academic Readiness (STAAR™)  
**EOC Level II: Satisfactory Academic Performance Phase-In I Summary Report**  
 2012 Statewide Results\*

**Combined Spring and Summer Administrations 2012**

		Biology				World Geography			
		324,198 students tested				326,881 students tested			
		Level II : Satisfactory				Level II : Satisfactory			
Student Group	Phase-In I Standard Classes of 2015 & 2016	Phase-In I Standard Classes of 2017 & 2018	Phase-In I Standard Classes of 2019 & Beyond	Recommended Standard Classes of 2019 & Beyond	Phase-In I Standard Classes of 2015 & 2016	Phase-In I Standard Classes of 2017 & 2018	Phase-In I Standard Classes of 2019 & Beyond	Recommended Standard Classes of 2019 & Beyond	
	All Students	287,966	204,945	131,595	41%	267,643	201,710	129,522	40%
Black or African American	34,695	22,176	12,044	30%	30,614	19,633	10,018	24%	
Hispanic / Latino	132,241	82,660	45,350	29%	120,809	83,148	46,046	29%	
White	101,870	83,703	61,207	57%	97,794	82,864	60,893	57%	
Asian	11,938	10,782	9,119	73%	11,571	10,566	8,799	70%	
American Indian or Alaska Native	1,329	966	594	40%	1,252	948	606	41%	
Native Hawaiian or Oth Pacific Islander	470	359	243	49%	439	335	221	44%	
Two or More Races	4,935	3,995	2,870	55%	4,738	3,916	2,773	53%	
Economically Disadvantaged	146,267	89,271	47,298	27%	131,506	86,986	45,688	26%	
Limited English Proficient	11,733	4,200	1,487	8%	8,693	3,860	1,356	6%	
Special Education	10,360	3,994	1,717	10%	8,408	4,089	1,828	10%	

\* Includes STAAR and STAAR L

State of Texas Assessments of Academic Readiness (STAAR™) – Passing Rates and Performance Levels – Phase-In I Standards

**ALGEBRA I\***

**Combined Spring and Summer Administrations 2012**

Student Group	Summary	
	Students Tested	Passing
All Students	339,595	286,522

Student Group	Not Passing		Passing	
	Did Not Pass	Did Not Pass/ Met Minimum	Level II: Satisfactory	Level III: Advanced
All Students	29,045	24,028	230,355	56,167
	9%	7%	68%	17%

Black or African American	42,591	9,512	22%	33,079	78%
Hispanic / Latino	165,332	32,301	20%	133,031	80%
White	110,382	9,713	9%	100,669	91%
Asian	12,944	622	5%	12,322	95%
American Indian or Alaska Native	1,467	219	15%	1,248	85%
Native Hawaiian or Other Pacific Islander	466	47	10%	419	90%
Two or More Races	5,396	520	10%	4,876	90%

Black or African American	5,374	4,138	10%	29,677	70%	3,402	8%
Hispanic / Latino	17,938	14,363	9%	115,386	70%	17,645	11%
White	4,841	4,872	4%	73,791	67%	26,878	24%
Asian	380	242	2%	5,840	45%	6,482	50%
American Indian or Alaska Native	128	91	6%	1,065	73%	183	12%
Native Hawaiian or Other Pacific Islander	27	20	4%	324	70%	95	20%
Two or More Races	275	245	5%	3,598	67%	1,278	24%

Economically Disadvantaged	185,083	39,551	21%	145,532	79%
Limited English Proficient	22,221	8,855	40%	13,366	60%
Special Education	16,127	7,368	46%	8,759	54%

Economically Disadvantaged	22,155	17,396	9%	128,587	69%	16,945	9%
Limited English Proficient	5,541	3,314	15%	12,414	56%	952	4%
Special Education	4,639	2,729	17%	8,308	52%	451	3%

\* Includes STAAR and STAAR L

**State of Texas Assessments of Academic Readiness (STAAR™) – Passing Rates and Performance Levels – Phase-In I Standards**  
**ENGLISH I – READING\***

**Combined Spring and Summer Administrations 2012**

Student Group	Summary		
	Students Tested	Not Passing	Passing
All Students	335,870	88,478 (26%)	247,392 (74%)

Student Group	Not Passing		Passing	
	Did Not Pass	Did Not Pass/ Met Minimum	Level II: Satisfactory	Level III: Advanced
All Students	59,814 (18%)	28,664 (9%)	220,795 (66%)	26,597 (8%)

Black or African American	42,439	14,761 (35%)	27,678 (65%)
Hispanic / Latino	162,244	54,906 (34%)	107,338 (66%)
White	110,587	15,633 (14%)	94,954 (86%)
Asian	12,678	1,624 (13%)	11,054 (87%)
American Indian or Alaska Native	1,515	364 (24%)	1,151 (76%)
Native Hawaiian or Other Pacific Islander	469	112 (24%)	357 (76%)
Two or More Races	5,298	848 (16%)	4,450 (84%)

Black or African American	10,051 (24%)	4,710 (11%)	25,961 (61%)	1,717 (4%)
Hispanic / Latino	38,283 (24%)	16,623 (10%)	100,052 (62%)	7,286 (4%)
White	9,339 (8%)	6,294 (6%)	81,070 (73%)	13,884 (13%)
Asian	1,136 (9%)	488 (4%)	8,187 (65%)	2,867 (23%)
American Indian or Alaska Native	245 (16%)	119 (8%)	1,035 (68%)	116 (8%)
Native Hawaiian or Other Pacific Islander	73 (16%)	39 (8%)	317 (68%)	40 (9%)
Two or More Races	511 (10%)	337 (6%)	3,792 (72%)	658 (12%)

Economically Disadvantaged	181,515	66,218 (36%)	115,297 (64%)
Limited English Proficient	20,860	15,934 (76%)	4,926 (24%)
Special Education	17,350	11,953 (69%)	5,397 (31%)

Economically Disadvantaged	46,380 (26%)	19,838 (11%)	108,736 (60%)	6,561 (4%)
Limited English Proficient	13,516 (65%)	2,418 (12%)	4,871 (23%)	55 (0%)
Special Education	9,710 (56%)	2,243 (13%)	5,273 (30%)	124 (1%)

\* Includes STAAR and STAAR L

State of Texas Assessments of Academic Readiness (STAAR™) – Passing Rates and Performance Levels – Phase-In I Standards

**ENGLISH I – WRITING\***

**Combined Spring and Summer Administrations 2012**

Student Group	Summary	
	Students Tested	Passing
All Students	335,996	60%
	134,730	40%
	201,266	60%

Student Group	Not Passing		Passing	
	Did Not Pass	Did Not Pass/ Met Minimum	Level II: Satisfactory	Level III: Advanced
All Students	96,153	38,577	190,758	10,508
	29%	11%	57%	3%

Black or African American	42,458	21,209	50%	21,249	50%
Hispanic / Latino	162,329	80,676	50%	81,653	50%
White	110,611	28,189	25%	82,422	75%
Asian	12,677	2,137	17%	10,540	83%
American Indian or Alaska Native	1,512	587	39%	925	61%
Native Hawaiian or Other Pacific Islander	467	135	29%	332	71%
Two or More Races	5,293	1,456	28%	3,837	72%

Black or African American	15,394	5,815	14%	20,786	49%	463	1%
Hispanic / Latino	59,460	21,216	13%	79,763	49%	1,890	1%
White	18,077	10,112	9%	76,576	69%	5,846	5%
Asian	1,497	640	5%	8,597	68%	1,943	15%
American Indian or Alaska Native	413	174	12%	889	59%	36	2%
Native Hawaiian or Other Pacific Islander	108	27	23%	320	69%	12	3%
Two or More Races	927	529	18%	3,532	67%	305	6%

Economically Disadvantaged	181,613	96,211	53%	85,402	47%
Limited English Proficient	20,860	18,579	89%	2,281	11%
Special Education	17,371	14,868	86%	2,503	14%

Economically Disadvantaged	71,529	24,682	14%	83,822	46%	1,580	1%
Limited English Proficient	16,802	1,777	9%	2,271	11%	10	0%
Special Education	13,364	1,504	9%	2,462	14%	41	0%

\* Includes STAAR and STAAR L

State of Texas Assessments of Academic Readiness (STAAR™) – Passing Rates and Performance Levels – Phase-In I Standards

**BIOLOGY\***

**Combined Spring and Summer Administrations 2012**

Student Group	Summary		
	Students Tested	Not Passing	Passing
All Students	324,198	36,232 11%	287,966 89%

Student Group	Not Passing		Passing	
	Did Not Pass	Did Not Pass/ Met Minimum	Level II: Satisfactory	Level III: Advanced
All Students	17,068 5%	19,164 6%	259,051 80%	28,915 9%

Black or African American	40,488	5,793 14%	34,695 86%
Hispanic / Latino	156,069	23,828 15%	132,241 85%
White	107,392	5,522 5%	101,870 95%
Asian	12,458	520 4%	11,938 96%
American Indian or Alaska Native	1,487	158 11%	1,329 89%
Native Hawaiian or Other Pacific Islander	500	30 6%	470 94%
Two or More Races	5,236	301 6%	4,935 94%

Black or African American	2,744 7%	3,049 8%	33,245 82%	1,450 4%
Hispanic / Latino	11,488 7%	12,340 8%	125,854 81%	6,387 4%
White	2,316 2%	3,206 3%	85,694 80%	16,176 15%
Asian	262 2%	258 2%	8,008 64%	3,930 32%
American Indian or Alaska Native	81 5%	77 5%	1,201 81%	128 9%
Native Hawaiian or Other Pacific Islander	16 3%	14 3%	420 84%	50 10%
Two or More Races	119 2%	182 3%	4,169 80%	766 15%

Economically Disadvantaged	174,525	28,258 16%	146,267 84%
Limited English Proficient	19,634	7,901 40%	11,733 60%
Special Education	16,360	6,000 37%	10,360 63%

Economically Disadvantaged	13,595 8%	14,663 8%	140,400 80%	5,867 3%
Limited English Proficient	4,280 22%	3,621 18%	11,615 59%	118 1%
Special Education	3,284 20%	2,716 17%	10,113 62%	247 2%

\* Includes STAAR and STAAR L



**WORLD GEOGRAPHY\***

**Combined Spring and Summer Administrations 2012**

Student Group	Summary		
	Students Tested	Not Passing	Passing
All Students	326,881	59,238 (18%)	267,643 (82%)

Student Group	Not Passing		Passing	
	Did Not Pass	Did Not Pass/ Met Minimum	Level II: Satisfactory	Level III: Advanced
All Students	36,363 (11%)	22,875 (7%)	224,143 (69%)	43,500 (13%)

Black or African American	41,523	10,909 (26%)	30,614 (74%)
Hispanic / Latino	158,336	37,527 (24%)	120,809 (76%)
White	106,736	8,942 (8%)	97,794 (92%)
Asian	12,490	919 (7%)	11,571 (93%)
American Indian or Alaska Native	1,478	226 (15%)	1,252 (85%)
Native Hawaiian or Other Pacific Islander	500	61 (12%)	439 (88%)
Two or More Races	5,250	512 (10%)	4,738 (90%)

Black or African American	6,640 (16%)	4,269 (10%)	28,569 (69%)	2,045 (5%)
Hispanic / Latino	23,609 (15%)	13,918 (9%)	109,905 (69%)	10,904 (7%)
White	4,925 (5%)	4,017 (4%)	73,380 (69%)	24,414 (23%)
Asian	633 (5%)	286 (2%)	6,868 (55%)	4,703 (38%)
American Indian or Alaska Native	140 (9%)	86 (6%)	1,058 (72%)	194 (13%)
Native Hawaiian or Other Pacific Islander	34 (7%)	27 (5%)	368 (74%)	71 (14%)
Two or More Races	293 (6%)	219 (4%)	3,611 (69%)	1,127 (21%)

Economically Disadvantaged	177,930	46,424 (26%)	131,506 (74%)
Limited English Proficient	21,097	12,404 (59%)	8,693 (41%)
Special Education	17,963	9,555 (53%)	8,408 (47%)

Economically Disadvantaged	29,254 (16%)	17,170 (10%)	121,927 (69%)	9,579 (5%)
Limited English Proficient	9,297 (44%)	3,107 (15%)	8,526 (40%)	167 (1%)
Special Education	6,897 (38%)	2,658 (15%)	7,979 (44%)	429 (2%)

\* Includes STAAR and STAAR L

# Measures of College and Career Readiness

## Texas Education Code 39.024 – Measure of College Readiness

§ 39.024 (a) *In this section, "college readiness" means the level of preparation a student must attain in English language arts and mathematics courses to enroll and succeed, without remediation, in an entry-level general education course for credit in that same content area for a baccalaureate degree or associate degree program at:*

- (1) a general academic teaching institution, as defined by Section 61.003, other than a research institution, as categorized under the Texas Higher Education Coordinating Board's accountability system; or*
- (2) a postsecondary educational institution that primarily offers associate degrees or certificates or credentials other than baccalaureate or advanced degrees.*

§ 39.024 (f) – *The agency, in collaboration with the Texas Higher Education Coordinating Board, shall conduct research studies similar to the studies conducted under Subsection (c) for the appropriate science and social studies end-of-course assessment instruments. If the commissioner of education, in collaboration with the commissioner of higher education, determines that the research studies conducted under this subsection substantiate a correlation between a certain level of performance by students on science and social studies end-of-course assessment instruments and college readiness, the commissioner of education, in collaboration with the commissioner of higher education, as soon as practicable, may establish student performance standards for the science and social studies end-of-course assessment instruments indicating that students have attained college readiness.*

The primary source of evidence to inform science and social studies postsecondary readiness indicators will be longitudinal data from STAAR students. The first wave of data for these analyses will be available during the 2015-2016 academic year – when the first cohort of high-stakes STAAR students enters college. Analysis will focus on the extent to which performance on STAAR science and social studies assessments provides information about the likelihood of postsecondary success *above and beyond* the information already provided by Algebra II and English III scores. If longitudinal analyses point to a predictive value-add associated with STAAR science and social studies assessments, postsecondary readiness standards could be set and then implemented for the 2018-2019 school year.

§ 39.024 (i) – *The agency shall gather data and conduct research to substantiate any correlation between a certain level of performance by students on end-of-course assessment instruments and success in:*

- (1) military service; or*
- (2) a workforce training, certification, or other credential program at a postsecondary educational institution that primarily offers associate degrees or certificates or credentials other than baccalaureate or advanced degrees.*

TEA has planned validity studies focused on linking STAAR EOC scores to appropriate military- and workforce-specific measures. Results of these studies will provide validity evidence to

inform the first STAAR EOC review of performance standards, which is scheduled for fall 2014. For military readiness measures, STAAR assessments will be linked to ASVAB<sup>1</sup> benchmarks indicating preparedness for general military enlistment. In addition, STAAR assessments will be linked to SAT and ACT benchmarks indicating readiness for college-based officer training programs (i.e., ROTC). For workforce readiness measures, STAAR scores will be linked to student performance in technical or certificate-bearing colleges in Texas. In addition, to address the workforce readiness component of § 39.024, STAAR assessments will be linked to career readiness benchmarks on the ACT WorkKeys<sup>2</sup> assessments.

## Performance Standards Review

### **Texas Education Code 39.0242 – Measure of College Readiness: Performance Standards**

*§ 39.0242 (d) – The agency shall continue to gather data and perform studies as provided under this section at least once every three years. If the data do not support the correlation between student performance standards and college readiness, the commissioner of education, in collaboration with the commissioner of higher education, shall revise the standard of performance considered to be satisfactory.*

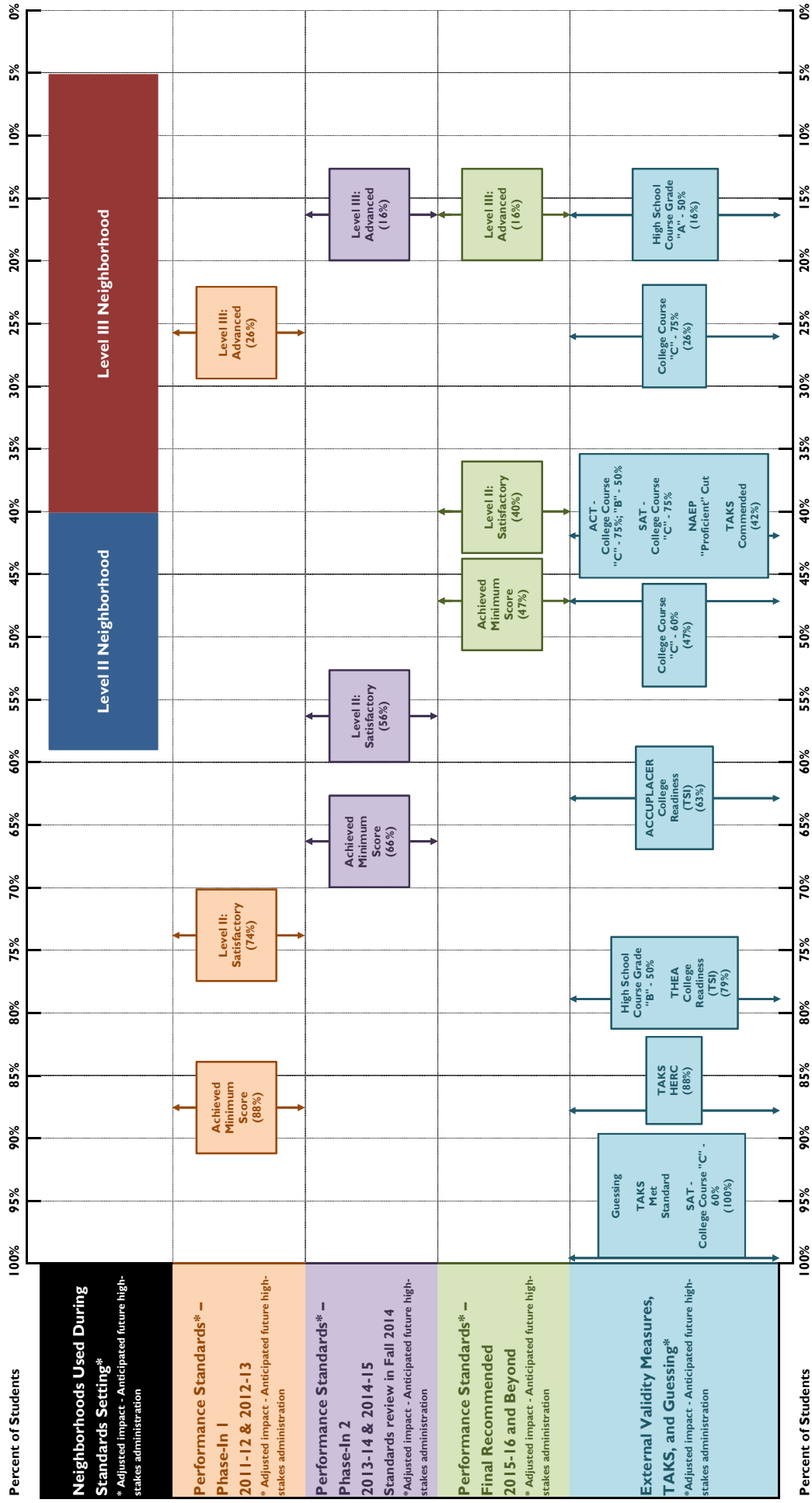
Consistent with legislation, the first standards review is scheduled for fall 2014. Data analysis for the 2014 standards review will be modeled after the 2012 STAAR EOC standard setting validity studies, although in this instance high-stakes STAAR scores and additional external assessments will be available. TEA will collect external assessment scores (e.g., SAT, ACT, AP, ACCUPLACER, PSAT, PLAN, ASVAB, WorkKeys) from high-stakes STAAR examinees. Analysis of paired (STAAR and external) scores and external benchmarks will provide validity evidence to inform potential revisions to performance standards. The same data collection procedures will be used for 2017 standards review; during that iteration, data on STAAR students' college course performance will also be used.

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<sup>1</sup> Armed Services Vocational Aptitude Battery

<sup>2</sup> Career readiness and placement assessments generally administered upon entry into the workforce

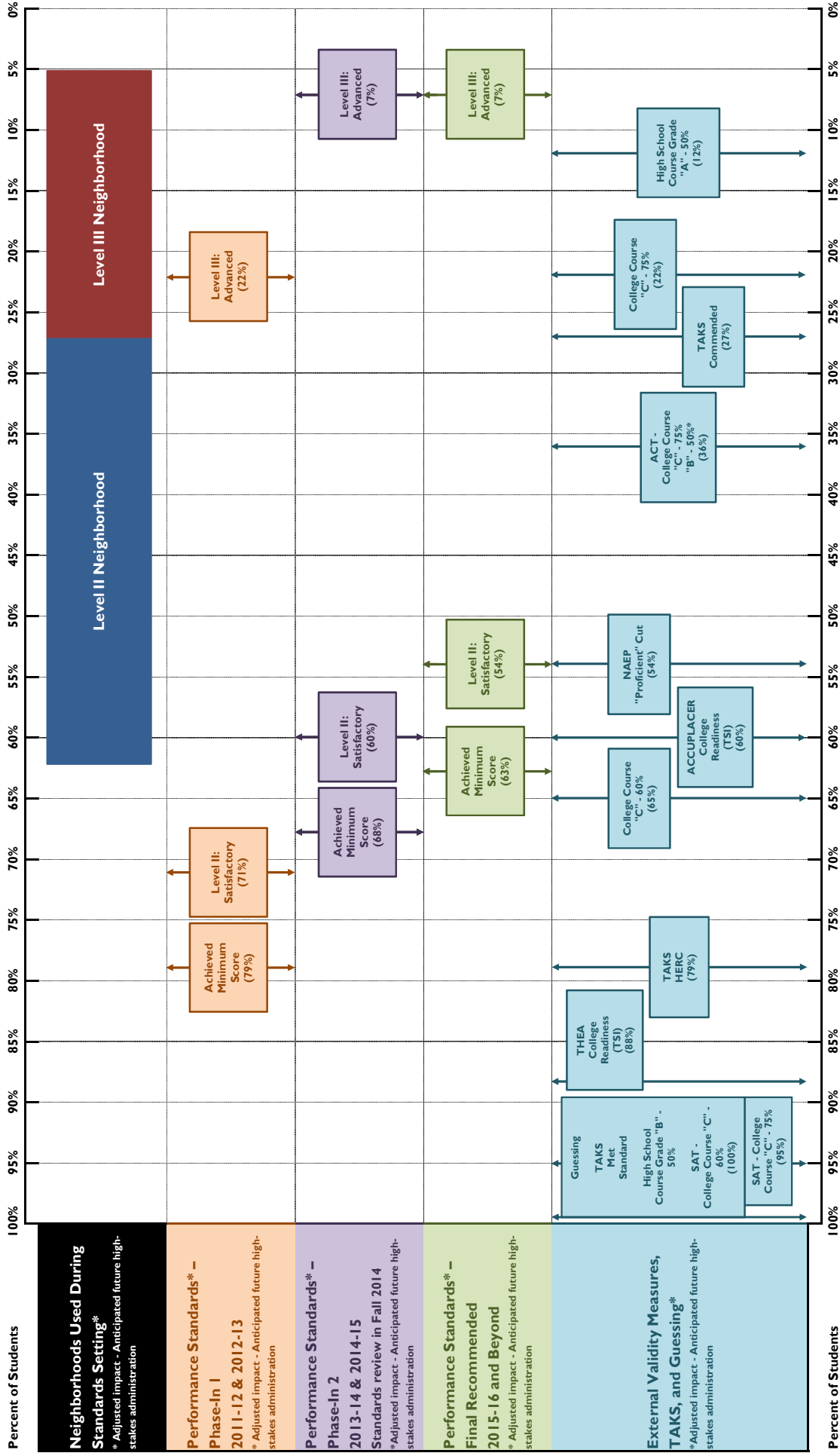
# State of Texas Assessments of Academic Readiness (STAAR™) – Performance Standards Data ALGEBRA II\*



\* Data collected from low-stakes STAAR End-of-Course administrations in 2011 with impact adjusted for anticipated student motivation in future high-stakes administrations. Adjusted motivational impact was determined by examining changes in pass rates from low to high stakes administration of TAKS by content area from 2002-2011 with review by subject matter experts

# State of Texas Assessments of Academic Readiness (STAAR™) – Performance Standards Data

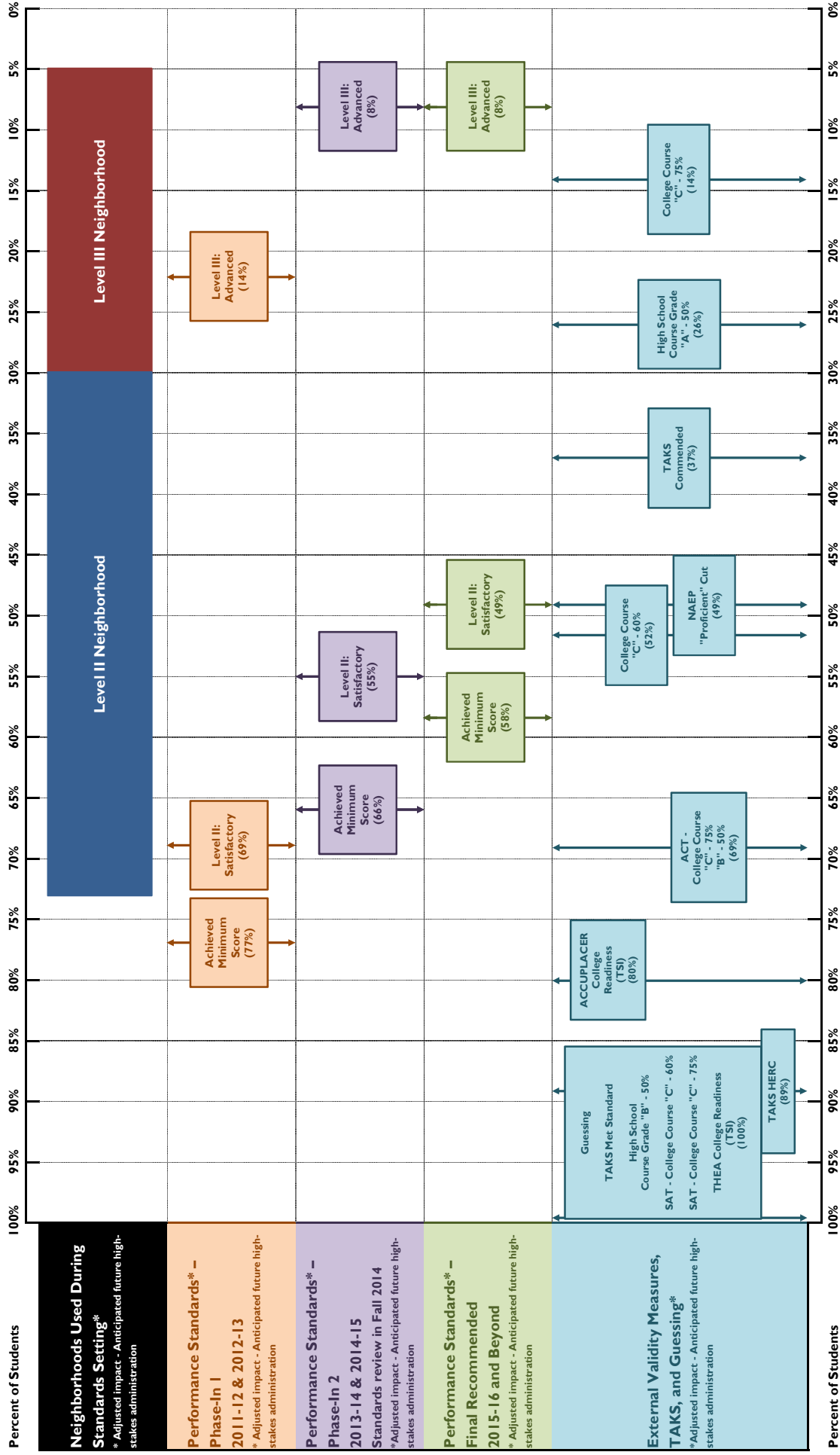
## ENGLISH III – READING\*



\* Data collected from low-stakes STAAR End-of-Course administrations in 2011 with impact adjusted for anticipated student motivation in future high-stakes administrations  
Adjusted motivational impact was determined by examining changes in pass rates from low to high stakes administration of TAKS by content area from 2002-2011 with review by subject matter experts

# State of Texas Assessments of Academic Readiness (STAAR™) – Performance Standards Data

## ENGLISH III – WRITING\*



\* Data collected from low-stakes STAAR End-of-Course administrations in 2011 with impact adjusted for anticipated student motivation in future high-stakes administrations. Adjusted motivational impact was determined by examining changes in pass rates from low to high stakes administration of TAKS by content area from 2002-2011 with review by subject matter experts

## STAAR Grades 3–8 Standard Setting and Reporting Timeline

### **Why are students taking the STAAR 3-8 tests in April, but not getting their results until January?**

House Bill 3 requires that the STAAR performance standards be aligned from grade 3 through high school. To fulfill this requirement, the Texas Education Agency (TEA) had to set performance standards for STAAR EOC assessments at the high school level before setting performance standards for STAAR grades 3–8. Based on the requirements in law that TEA determine STAAR EOC cut scores by looking at a variety of external data, the earliest that STAAR EOC performance standards could be established was April 2012. Given this, the performance standards for STAAR grades 3–8 could not be set in time to report spring 2012 passing standards in the regular time frame. These performance standards will be established in fall 2012 and will then be applied to spring 2012 test scores.

### **What happens between April testing and January reporting?**

- April 2012—students take STAAR 3–8
- May 2012—districts receive student rosters and summary reports indicating total number of correct answers (raw score) for students, but not the associated scale score or performance level/passing status
- June-September 2012—research studies are conducted which relate STAAR 3–8 results to TAKS, to other STAAR tests (e.g. grade 3 reading to grade 4 reading), and to established national and international assessments such as EXPLORE, Readistep, NAEP, and PISA.
- October 2012—approximately 250 Texas educators participate on committees that review STAAR 3–8 tests, the TEKS curriculum, the performance of Texas students, and the outcomes of research studies to recommend cut points for Level II: Satisfactory Academic Performance (passing) and for Level III: Advanced Academic Performance
- November 2012—Texas Commissioner of Education approves performance standards for STAAR 3–8.
- December 2012—performance standards are applied to student test score results and reports are generated.
- January 2013—reports indicating student raw scores, scale scores, and performance level/passing status arrive in school districts.

During this same timeframe Texas is also setting performance standards for STAAR EOC Modified (August 2012), STAAR Alternate (September 2012), and STAAR 3–8 Modified (November 2012).

## **What will the schedule for 2013 STAAR reporting be?**

Beginning with the 2013 spring STAAR administrations, students, schools, and districts will receive reports which include raw scores, scale scores, and performance level/passing status for all STAAR EOC, STAAR 3–8, STAAR Modified, and STAAR Alternate tests in a normal timeframe—before the end of the school year.

For more information, visit the Texas Education Agency’s website:  
<http://www.tea.state.tx.us/student.assessment/staar>.



State of Texas Assessments of Academic Readiness (STAAR™)

Grades 3–8 Spring 2012

Percent of Students Answering 50%, 60%, 70%, 80% and 90% of Items Correct

STAAR Mathematics																		
Student Group	Grade 3**					Grade 4**					Grade 5**							
	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90
All Students	337,362	77%	62%	45%	30%	11%	346,276	80%	65%	47%	28%	10%	353,028	80%	66%	50%	33%	15%
Black or African American	44,040	61%	44%	27%	15%	4%	43,551	66%	48%	30%	15%	4%	43,673	68%	51%	34%	19%	7%
Hispanic/Latino	163,595	73%	57%	39%	24%	8%	173,469	77%	61%	42%	23%	7%	179,911	77%	62%	44%	27%	11%
White	108,591	86%	73%	57%	40%	16%	108,513	87%	75%	58%	37%	14%	108,741	87%	76%	62%	44%	22%
Asian	12,776	95%	88%	78%	63%	34%	12,692	95%	90%	79%	62%	34%	12,729	96%	91%	83%	70%	47%
American Indian or Alaska Native	1,200	76%	60%	43%	29%	12%	1,294	81%	64%	46%	26%	8%	1,275	78%	64%	47%	30%	13%
Native Hawaiian or Other Pacific Islander	425	79%	65%	49%	30%	9%	387	88%	71%	51%	28%	10%	431	81%	66%	52%	35%	15%
Two or More Races	6,547	82%	68%	52%	37%	15%	6,167	84%	71%	53%	34%	13%	6,034	85%	73%	57%	40%	21%
Economically Disadvantaged	204,443	70%	53%	35%	21%	6%	212,415	74%	57%	38%	20%	6%	216,913	74%	58%	40%	23%	9%
Limited English Proficient	68,697	74%	57%	39%	24%	7%	65,991	74%	57%	37%	19%	5%	50,735	68%	50%	32%	17%	5%
Special Education	18,295	55%	39%	24%	15%	5%	19,414	54%	38%	23%	12%	3%	19,503	50%	33%	21%	11%	4%

STAAR Mathematics																		
Student Group	Grade 6***					Grade 7***					Grade 8***							
	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90
All Students	344,976	64%	49%	37%	24%	12%	323,015	58%	41%	28%	15%	6%	312,342	57%	39%	24%	13%	4%
Black or African American	43,108	49%	33%	22%	12%	5%	41,185	41%	24%	15%	6%	2%	40,324	41%	24%	11%	5%	1%
Hispanic/Latino	174,135	58%	42%	29%	18%	7%	162,398	51%	33%	21%	9%	3%	155,540	49%	31%	17%	8%	2%
White	108,437	78%	64%	51%	36%	18%	102,266	72%	56%	41%	23%	9%	100,187	72%	54%	36%	21%	6%
Asian	11,739	92%	85%	76%	63%	42%	9,850	89%	79%	68%	50%	29%	9,193	87%	75%	60%	44%	21%
American Indian or Alaska Native	1,241	66%	49%	36%	23%	10%	1,328	58%	40%	25%	12%	5%	1,370	56%	40%	25%	13%	4%
Native Hawaiian or Other Pacific Islander	401	70%	54%	40%	26%	13%	410	64%	46%	34%	16%	7%	393	63%	42%	28%	15%	5%
Two or More Races	5,692	72%	59%	46%	31%	16%	5,341	68%	51%	38%	22%	9%	4,933	65%	47%	30%	17%	6%
Economically Disadvantaged	207,652	55%	38%	26%	15%	6%	192,085	47%	30%	18%	8%	2%	181,753	46%	28%	15%	7%	2%
Limited English Proficient	37,341	41%	25%	15%	8%	3%	29,070	30%	15%	8%	3%	1%	22,055	27%	14%	6%	3%	1%
Special Education	17,833	27%	17%	10%	6%	2%	16,760	22%	12%	6%	3%	1%	17,103	23%	11%	5%	2%	1%

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State of Texas Assessments of Academic Readiness (STAAR™)

Grades 3–8 Spring 2012

Percent of Students Answering 50%, 60%, 70%, 80% and 90% of Items Correct

Student Group	STAAR Reading																	
	Grade 3*					Grade 4*					Grade 5*							
	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90
All Students	327,993	76%	63%	48%	30%	12%	334,511	80%	65%	50%	28%	10%	348,803	82%	68%	48%	30%	9%
Black or African American	44,149	66%	50%	35%	19%	6%	43,559	69%	51%	36%	17%	5%	43,814	75%	57%	37%	21%	5%
Hispanic/Latino	153,246	71%	56%	39%	22%	8%	161,207	76%	58%	42%	20%	6%	174,037	79%	61%	40%	22%	5%
White	108,401	86%	76%	61%	42%	19%	108,301	89%	79%	66%	41%	17%	109,533	90%	80%	63%	44%	14%
Asian	13,831	88%	81%	70%	53%	28%	13,358	90%	82%	72%	50%	24%	13,418	92%	86%	74%	57%	25%
American Indian or Alaska Native	1,195	77%	63%	46%	28%	12%	1,289	80%	66%	51%	28%	10%	1,271	81%	67%	48%	29%	9%
Native Hawaiian or Other Pacific Islander	436	73%	61%	47%	25%	9%	396	85%	69%	55%	27%	8%	435	82%	66%	49%	32%	10%
Two or More Races	6,547	83%	72%	57%	39%	17%	6,156	87%	75%	62%	38%	15%	6,062	89%	77%	60%	41%	14%
Economically Disadvantaged	194,715	68%	53%	36%	19%	6%	200,812	73%	55%	38%	17%	5%	211,466	76%	58%	36%	19%	4%
Limited English Proficient	60,682	66%	50%	32%	16%	5%	55,359	65%	44%	28%	10%	2%	46,027	60%	37%	18%	8%	1%
Special Education	16,750	53%	38%	24%	13%	5%	17,963	55%	37%	25%	12%	4%	18,560	54%	35%	19%	10%	2%
Student Group	STAAR Reading																	
	Grade 6					Grade 7					Grade 8							
	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90
All Students	354,387	83%	68%	50%	30%	9%	347,911	81%	68%	50%	30%	10%	340,859	82%	67%	51%	31%	11%
Black or African American	43,803	78%	61%	41%	20%	5%	43,562	76%	59%	40%	21%	5%	43,013	76%	58%	40%	21%	6%
Hispanic/Latino	178,684	78%	60%	40%	20%	5%	173,147	76%	60%	41%	21%	6%	168,343	77%	59%	41%	22%	6%
White	110,983	91%	82%	67%	46%	16%	110,891	89%	80%	66%	44%	17%	109,605	91%	81%	68%	47%	18%
Asian	13,161	92%	86%	76%	58%	26%	12,414	91%	85%	75%	57%	26%	12,163	91%	85%	75%	57%	29%
American Indian or Alaska Native	1,248	84%	68%	49%	30%	9%	1,449	84%	72%	53%	32%	10%	1,458	82%	69%	51%	31%	10%
Native Hawaiian or Other Pacific Islander	417	84%	68%	49%	30%	9%	455	81%	69%	51%	29%	10%	424	85%	70%	56%	32%	12%
Two or More Races	5,855	90%	79%	63%	41%	15%	5,746	89%	79%	64%	42%	16%	5,564	89%	79%	65%	44%	18%
Economically Disadvantaged	212,665	76%	58%	37%	18%	4%	203,652	74%	57%	38%	19%	5%	194,330	75%	57%	38%	20%	5%
Limited English Proficient	41,319	53%	30%	13%	4%	1%	33,974	45%	26%	11%	4%	0%	26,357	37%	19%	9%	3%	0%
Special Education	17,977	49%	29%	15%	7%	2%	17,334	41%	25%	13%	6%	1%	17,969	43%	25%	14%	6%	1%

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State of Texas Assessments of Academic Readiness (STAAR™)

Grades 3–8 Spring 2012

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Student Group	STAAR Science					STAAR Social Studies						
	Grade 5**					Grade 8***						
	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90
All Students	354,629	92%	80%	64%	39%	17%	336,661	76%	56%	38%	17%	5%
Black or African American	43,967	86%	68%	49%	25%	8%	43,373	65%	41%	23%	8%	1%
Hispanic/Latino	179,989	90%	75%	57%	31%	11%	164,987	70%	47%	29%	11%	2%
White	109,886	97%	90%	79%	55%	27%	109,272	88%	73%	54%	28%	8%
Asian	12,757	98%	94%	87%	69%	41%	11,338	95%	86%	73%	48%	20%
American Indian or Alaska Native	1,273	92%	79%	64%	40%	17%	1,431	80%	58%	39%	18%	3%
Native Hawaiian or Other Pacific Islander	432	92%	80%	66%	40%	17%	408	82%	60%	39%	15%	6%
Two or More Races	6,116	96%	87%	75%	51%	26%	5,539	85%	68%	51%	26%	8%
Economically Disadvantaged	217,459	89%	73%	55%	29%	10%	191,463	68%	44%	26%	9%	2%
Limited English Proficient	50,176	81%	59%	39%	16%	5%	21,892	40%	18%	7%	2%	0%
Special Education	20,952	75%	53%	36%	17%	6%	18,524	39%	20%	10%	4%	1%
All Students	332,419	76%	50%	27%	7%	1%	347,294	80%	54%	28%	11%	2%
Black or African American	43,496	66%	38%	17%	3%	0%	43,472	75%	44%	19%	5%	1%
Hispanic/Latino	159,727	72%	43%	21%	4%	0%	173,029	75%	45%	19%	5%	1%
White	107,924	84%	62%	37%	11%	2%	110,536	88%	68%	42%	17%	4%
Asian	13,303	89%	74%	53%	23%	6%	12,361	92%	81%	62%	37%	13%
American Indian or Alaska Native	1,268	74%	49%	26%	7%	1%	1,450	81%	57%	30%	8%	1%
Native Hawaiian or Other Pacific Islander	390	81%	55%	27%	8%	0%	454	84%	59%	33%	11%	2%
Two or More Races	6,114	82%	58%	34%	11%	2%	5,747	87%	66%	40%	17%	4%
Economically Disadvantaged	199,305	68%	39%	17%	3%	0%	203,600	73%	42%	17%	4%	1%
Limited English Proficient	54,129	60%	30%	11%	2%	0%	33,866	43%	13%	2%	0%	0%
Special Education	17,398	43%	20%	9%	2%	0%	16,868	38%	13%	4%	1%	0%

Student Group	STAAR Writing					STAAR Social Studies						
	Grade 4*					Grade 8***						
	# Tested	50	60	70	80	90	# Tested	50	60	70	80	90
All Students	332,419	76%	50%	27%	7%	1%	347,294	80%	54%	28%	11%	2%
Black or African American	43,496	66%	38%	17%	3%	0%	43,472	75%	44%	19%	5%	1%
Hispanic/Latino	159,727	72%	43%	21%	4%	0%	173,029	75%	45%	19%	5%	1%
White	107,924	84%	62%	37%	11%	2%	110,536	88%	68%	42%	17%	4%
Asian	13,303	89%	74%	53%	23%	6%	12,361	92%	81%	62%	37%	13%
American Indian or Alaska Native	1,268	74%	49%	26%	7%	1%	1,450	81%	57%	30%	8%	1%
Native Hawaiian or Other Pacific Islander	390	81%	55%	27%	8%	0%	454	84%	59%	33%	11%	2%
Two or More Races	6,114	82%	58%	34%	11%	2%	5,747	87%	66%	40%	17%	4%
Economically Disadvantaged	199,305	68%	39%	17%	3%	0%	203,600	73%	42%	17%	4%	1%
Limited English Proficient	54,129	60%	30%	11%	2%	0%	33,866	43%	13%	2%	0%	0%
Special Education	17,398	43%	20%	9%	2%	0%	16,868	38%	13%	4%	1%	0%
All Students	191,420	44%	27%	16%	7%	2%	191,420	44%	27%	16%	7%	2%
Limited English Proficient	21,821	19%	8%	4%	1%	0%	21,821	19%	8%	4%	1%	0%
Special Education	18,853	23%	13%	7%	4%	1%	18,853	23%	13%	7%	4%	1%

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