







Total Tests	907	33	341	489	-	11	-	33	219	74	73	62
% at Level II Satisfactory Standard	86%	73%	73%	95%	-	91%	-	100%	66%	43%	52%	n/a
# at Level II Satisfactory Standard	270	**	86	161	-	*	-	11	44	8	9	n/a
Total Tests	332	**	128	176	-	*	-	12	77	24	27	25
% at Level II Satisfactory Standard	81%	75%	67%	91%	-	*	-	92%	57%	33%	33%	n/a
# at Level II Satisfactory Standard	297	13	98	171	-	*	-	**	58	14	11	n/a
Total Tests	327	13	120	178	-	*	-	**	74	26	18	13
% at Level II Satisfactory Standard	91%	100%	82%	96%	-	*	-	92%	78%	54%	61%	n/a
# at Level II Satisfactory Standard	272	**	83	165	-	*	-	11	46	13	6	n/a
Total Tests	328	**	119	179	-	*	-	13	76	26	18	13
% at Level II Satisfactory Standard	83%	71%	70%	92%	-	*	-	85%	61%	50%	33%	n/a
Number Participating	928	35	347	498	-	15	-	33	227	76	n/a	66
Total Students	929	35	347	499	-	15	-	33	227	76	n/a	66
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Number Participating	925	35	344	498	-	15	-	33	226	76	n/a	65
Total Students	927	35	345	499	-	15	-	33	226	76	n/a	65
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.

schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

No N/A  
 No N/A

is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

No  
 No

Source: TEA Division of School Improvement and Support

Teacher Quality Data

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 percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

0.0	0.0%	0.4%	1.0%
33.4	57.5%	70.3%	74.7%
24.7	42.5%	28.6%	23.6%
0.0	0.0%	0.7%	0.6%

The part IX e

0  
0  
0  
0

0  
0

Source: TEA Division of Federal and State Education Policy

**Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

**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.

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
Grade 8	Reading	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
		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	<b>Overall</b>	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