

Mathematics	2016	40%	44%	*	51%	69%	-	63%	-	100%	26%	30%	33%	70%	63%	-	
	2015	36%	39%	50%	58%	79%	-	100%	-	89%	24%	43%	*	78%	72%	-	
Writing	2016	39%	43%	*	80%	69%	-	*	-	*	*	*	*	81%	65%	-	
	2015	31%	33%	*	33%	49%	-	*	-	*	*	*	*	55%	47%	-	
Science	2016	44%	50%	*	21%	50%	-	*	-	*	*	22%	*	27%	58%	-	
	2015	40%	45%	-	33%	67%	-	-	-	*	*	*	*	70%	54%	-	
All Subjects	2016	17%	21%	42%	33%	50%	-	62%	-	77%	19%	20%	13%	45%	50%	-	
	2015	14%	19%	32%	30%	49%	-	81%	-	79%	19%	14%	0%	45%	48%	-	
Reading	2016	16%	21%	*	38%	60%	-	75%	-	100%	21%	26%	11%	58%	58%	-	
	2015	15%	21%	38%	35%	60%	-	100%	-	89%	25%	17%	*	56%	57%	-	
Mathematics	2016	17%	21%	*	28%	48%	-	63%	-	67%	21%	22%	22%	44%	47%	-	
	2015	14%	17%	25%	35%	49%	-	71%	-	78%	18%	13%	*	46%	48%	-	
Writing	2016	14%	17%	*	53%	46%	-	*	-	*	*	*	*	46%	52%	-	
	2015	8%	10%	*	17%	20%	-	*	-	*	*	*	*	18%	26%	-	
Science	2016	15%	20%	*	14%	21%	-	*	-	*	*	0%	*	4%	32%	-	
	2015	14%	19%	-	0%	40%	-	-	-	*	*	*	*	30%	42%	-	
All Tests	2016	99%	99%	100%	99%	99%	-	100%	-	100%	100%	100%	100%	100%	98%	-	
	2015	99%	99%	100%	100%	100%	-	100%	-	100%	98%	100%	100%	100%	100%	-	
Reading	2016	99%	99%	*	100%	99%	-	100%	-	100%	100%	100%	100%	100%	98%	-	
	2015	99%	98%	100%	100%	99%	-	100%	-	100%	94%	100%	100%	100%	99%	-	
Mathematics	2016	100%	99%	*	98%	99%	-	100%	-	100%	100%	100%	100%	99%	98%	-	
	2015	99%	99%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	
Writing	2016	99%	99%	*	100%	100%	-	*	-	*	*	100%	*	100%	100%	-	
	2015	99%	99%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	
Science	2016	99%	99%	*	100%	100%	-	*	-	*	100%	100%	*	100%	97%	-	
	2015	99%	99%	-	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	
Reading Tests																	
% of Participants		2016	98%	96%	-	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations		2016	13%	6%	-	20%	15%	-	*	-	-	21%	0%	*	40%	14%	-
% STAAR/EOC With Accommodations		2016	73%	80%	-	80%	85%	-	*	-	-	79%	100%	*	60%	86%	-
% STAAR Alternate2		2016	11%	10%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
% of Non-Participants		2016	2%	4%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants		2016	99%	98%	-	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations		2016	12%	6%	-	0%	15%	-	*	-	-	16%	0%	*	40%	7%	-
% STAAR/EOC With Accommodations		2016	75%	81%	-	100%	85%	-	*	-	-	84%	100%	*	60%	93%	-
% STAAR Alternate2		2016	12%	11%	-	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
% of Non-Participants		2016	1%	2%	-	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.

This section provides the STAAR performance results for each subject area tested in the 2015-16 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y		Y	Y								3	3	100
Mathematics	Y		Y	Y								3	3	100
Writing	Y			✗								2	2	100
Science	Y			✗								2	2	100
Sum of Studies												0	0	0

6 R F L

Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	Y		N	Y	n/a	n/a	n/a	n/a				n/a		
Mathematics	Y		N	Y	n/a	n/a	n/a	n/a				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%
19.0	69.8%	70.3%	74.7%
7.2	26.5%	28.6%	23.6%
1.0	3.7%	0.7%	0.6%

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers 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.

	30	1	31
	33	2	35
Number	33	2	35
Percent	100.00%	100.00%	100.00%
Number	0	0	0
Percent	0.00%	0.00%	0.00%

0	0
0	0
0	0
0	0
0	0
0	0

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