

V^cæ ÁÒá~ &æä } ÁE^ ^} &  
 GEFÍ ÈÏ ÁÒá~!æÜ^ ] [ :cÓæáÁ [ Á^cæ ÁÛ à|æÜ&@ [ |•  
 Ôæ ] ~• Áæ ^KSADLER MEANS YWLA  
 Ôæ ] ~• ÁÖK227901065  
 Öä d&æ ^KAUSTIN ISD

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 subse

Subject	Year	2016			2017			2018			2019			2020			2021	
		Score	Percentage	Grade	Score	Percentage	Grade	Score	Percentage	Grade	Score	Percentage	Grade	Score	Percentage	Grade	Score	Percentage
Reading	2016	42%	46%	GA	17%	23%	39%	*	19%	-	10%	17%	20%	12%	22%	-	-	
	2017	43%	47%	GA	17%	20%	43%	*	*	-	*	4%	19%	7%	20%	-	-	
Mathematics	2016	42%	46%	GA	18%	24%	47%	*	*	-	*	12%	20%	11%	23%	-	-	
	2017	45%	47%	FI	11%	20%	43%	*	*	-	*	6%	18%	12%	18%	-	-	
Writing	2016	39%	43%	FI	7%	17%	*	*	*	-	*	14%	21%	15%	22%	-	-	
	2017	36%	39%	FI	*	15%	*	*	-	*	*	15%	5%	16%	-	-		
Science	2016	44%	50%	HF	21%	33%	43%	-	*	-	*	43%	29%	11%	31%	-	-	
	2017	48%	53%	GI	17%	27%	*	-	*	-	*	25%	12%	26%	-	-		
Social Studies	2016	45%	50%	GA	22%	21%	29%	-	*	-	*	38%	19%	14%	22%	-	-	
	2017	48%	53%	FH	21%	9%	*	-	*	-	*	12%	2%	13%	-	-		
All Subjects	2017	19%	23%	IA	5%	5%	38%	*	0%	-	13%	0%	5%	1%	6%	-	-	
Reading	2016	17%	21%	IA	2%	5%	11%	*	6%	-	0%	3%	4%	2%	5%	-	-	
	2017	18%	24%	IA	5%	8%	43%	*	*	-	*	0%	8%	1%	8%	-	-	
Mathematics	2016	17%	21%	HA	0%	4%	0%	*	9%	-	*	2%	3%	2%	3%	-	-	
	2017	21%	23%	IA	5%	4%	43%	*	*	-	*	0%	5%	1%	5%	-	-	
Writing	2016	14%	17%	IA	7%	3%	*	*	*	-	*	4%	0%	5%	-	-		
	2017	11%	14%	HA	*	2%	*	*	-	*	*	2%	0%	3%	-	-		
Science	2016	15%	20%	IA	0%	9%	14%	-	*	-	*	14%	5%	3%	6%	-	-	
	2017	19%	24%	GA	4%	0%	*	-	*	-	*	2%	0%	2%	-	-		
Social Studies	2016	21%	27%	IA	0%	5%	0%	-	*	-	*	5%	0%	6%	-	-		
	2017	26%	31%	IA	13%	2%	*	-	*	-	*	7%	0%	6%	-	-		
All Tests	2017	99%	99%	FEA	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	-	-	
Reading	2016	99%	99%	JJA	98%	99%	100%	100%	100%	-	100%	97%	99%	99%	99%	-	-	
	2017	99%	99%	FEA	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	-	-	
Mathematics	2016	100%	99%	JJA	99%	100%	100%	*	100%	-	*	100%	100%	100%	99%	-	-	
	2017	100%	99%	FEA	100%	100%	100%	*	100%	-	*	98%	100%	100%	100%	-	-	
Writing	2016	99%	99%	JiA	100%	98%	100%	*	*	-	*	100%	98%	100%	98%	-	-	
	2017	100%	99%	FEA	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	-	-	
Science	2016	99%	99%	JiA	100%	97%	100%	-	100%	-	*	93%	98%	95%	98%	-	-	
	2017	99%	99%	FEA	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-	-	
Social Studies	2016	98%	99%	JiA	92%	97%	100%	-	100%	-	*	87%	96%	95%	96%	-	-	
	2017	98%	98%	FEA	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-	-	

% STAAR/EOC With Accommodations	2017	74%	81%	J	90%	90%	-	-	-	-	-	90%	89%	90%	90%	-	-
% STAAR Alternate 2	2017	13%	11%	i	10%	7%	-	-	-	-	-	8%	9%	10%	8%	-	-
% of Non-Participants	2017	1%	2%	G	0%	3%	-	-	-	-	-	2%	2%	0%	2%	-	-

'\*' 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.

**State 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 aá ce

	White	Black	Hispanic	Y	Q	A	U	V	O	U	O	O
% at Approaches Grade Level Standard	57%	48%	59%	*	*	*	-	*	56%	*	50%	n/a
# at Approaches Grade Level Standard	197	31	157	5	*	*	-	*	184	16	103	n/a
Total Tests	320	67	244	5	*	*	-	*	297	43	173	147
% at Approaches Grade Level Standard	62%	46%	64%	100%	*	*	-	*	62%	37%	60%	n/a
Total Tests	100	*	82	*	*	-	-	*	92	*	63	50
% at Approaches Grade Level Standard	46%	*	49%	*	*	-	-	*	45%	*	40%	n/a
Total Tests	97	**	75	*	-	-	-	-	87	*	40	34
% at Approaches Grade Level Standard	51%	37%	53%	*	-	-	-	-	53%	*	43%	n/a
Total Tests	97	**	75	*	-	-	-	-	87	*	40	34
% at Approaches Grade Level Standard	35%	32%	35%	*	-	-	-	-	36%	*	23%	n/a
Number Participating	391	84	291	7	*	5	-	*	357	50	n/a	196
Total Students	391	84	291	7	*	5	-	*	357	50	n/a	196
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Number Participating	388	83	289	7	*	5	-	*	354	49	n/a	194
Total Students	389	83	290	7	*	5	-	*	355	50	n/a	194
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	98%	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.

	White	Black	Hispanic	Y	Q	A	U	V	O	U	O	O
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
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

Use of Title I Priority and Focus Schools

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 include campuses with the lowest graduation rates and reading/mathematics performance in the selected student groups.

Priority schools: 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Focus schools: 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.

In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A 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.

Priority schools: 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Focus schools: 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.

Source: TEA Division of School Improvement and Support

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

	No Degree	Bachelor's	Master's	Doctorate
No Degree	1.0%	2.8%	0.7%	1.2%
Bachelor's	29.1%	81.8%	80.6%	74.5%
Master's	5.5%	15.4%	18.1%	23.6%
Doctorate	0.0%	0.0%	0.6%	0.6%

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.

Report Not Required

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

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

Use of Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided q x