

V^cæ ÁÒá~ &æä } ÁE^ ^} &  
 GEFÍ ÈÏ Á^á^!æÄ^ [ | :cÓæáÁ | Á^cæ ÁÛ à|æÄ&@ [ | •  
 Óæ ] ~ • Áæ ^KBARTON HILLS EL  
 Óæ ] ~ • ÁK227901103  
 Öä dæÁæ ^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 subset.

Á Úcæ^ Öä dæcÓæ ] ~ • CE!ææ) CE^!ææ) Úæäææ V  
 Úcæ^ Öä dæcÓæ ] ~ • CE^!ææ) ÁPä ] æ & Y @æ Qáææ ÁE ææ Q|æ ä^A







2016-17 Federal Report Card

TEA 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. TEA 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.

2016-17 Federal Report Card

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 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	0.0%	0.0%	0.7%	1.2%
Bachelor's	24.6%	89.0%	80.6%	74.5%
Master's	3.0%	11.0%	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

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.

Report Not Required

Grade	Subject	Participation Rate	Proficient	Advanced
4	Reading	95.0%	15.0%	1.0%
4	Mathematics	95.0%	12.0%	1.0%
8	Reading	95.0%	18.0%	1.0%
8	Mathematics	95.0%	15.0%	1.0%

Grade	Subject	Overall	American Indian	Asian	Black	Hispanic	White	Students with Disabilities	English Language Learners	National School Lunch Program
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	n/a	70	30	5				
		English Language Learners	71	29	2	n/a				