

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			Y								2	2	100
Science	Y			Y								2	2	100
Social Studies												0	0	
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	Y		Y	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		
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y		Y	Y								3	3	100
Mathematics	Y		Y	Y								3	3	100
Graduation Target Met												0	0	
Reason Code ***														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													03TU
Total Federal Cap Limit	n/a													

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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%
21.5	79.1%	70.3%	74.7%
5.7	20.9%	28.6%	23.6%
0.0	0.0%	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.

	27	1	28
	32	1	33
Number	32	1	33
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