

	White	Black	Hispanic	Y Other	Q Other	A Other	V [A]	T [A]	O [A]	U [A]	OSS	OSSA
% at Approaches Grade Level Standard	88%	74%	79%	93%	-	95%	*	87%	70%	52%	68%	n/a
# at Approaches Grade Level Standard	1,083	**	290	582	-	107	65	161	45	100	n/a	n/a
Total Tests	1,260	**	383	626	-	114	*	75	277	96	146	90
% at Approaches Grade Level Standard	86%	62%	76%	93%	-	94%	*	87%	65%	45%	68%	n/a
# at Approaches Grade Level Standard	343	18	90	180	-	35	-	20	64	7	31	n/a
Total Tests	418	29	131	200	-	35	-	23	105	30	50	26
% at Approaches Grade Level Standard	76%	62%	69%	90%	-	100%	-	87%	61%	23%	62%	n/a
# at Approaches Grade Level Standard	58	14	99	184	-	36	-	25	62	18	18	n/a
Total Tests	106	19	122	197	-	40	-	28	90	29	32	*
% at Approaches Grade Level Standard	88%	74%	81%	93%	-	90%	-	89%	69%	62%	56%	n/a
# at Approaches Grade Level Standard	313	11	86	163	-	32	-	21	50	10	17	n/a
Total Tests	403	19	122	194	-	40	-	28	89	29	32	*
% at Approaches Grade Level Standard	78%	58%	70%	84%	-	80%	-	75%	56%	34%	53%	n/a
Number Participating	1,316	**	401	651	-	117	79	302	103	n/a	n/a	117
Total Students	1,331	**	405	657	-	118	*	81	305	103	n/a	117
Participation Rate	99%	97%	99%	99%	-	99%	*	98%	99%	100%	n/a	100%
Number Participating	1,316	**	402	648	-	118	*	79	300	103	n/a	115
Total Students	1,327	**	404	654	-	118	*	81	303	103	n/a	116
Participation Rate	99%	99%	100%	99%	-	100%	*	98%	99%	100%	n/a	99%

* 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 Other	Q Other	A Other	V [A]	T [A]	O [A]	U [A]	OSS	OSSA
% at Approaches Grade Level Standard	88%	74%	79%	93%	-	95%	*	87%	70%	52%	68%	n/a
# at Approaches Grade Level Standard	1,083	**	290	582	-	107	65	161	45	100	n/a	n/a
Total Tests	1,260	**	383	626	-	114	*	75	277	96	146	90
% at Approaches Grade Level Standard	86%	62%	76%	93%	-	94%	*	87%	65%	45%	68%	n/a
# at Approaches Grade Level Standard	343	18	90	180	-	35	-	20	64	7	31	n/a
Total Tests	418	29	131	200	-	35	-	23	105	30	50	26
% at Approaches Grade Level Standard	76%	62%	69%	90%	-	100%	-	87%	61%	23%	62%	n/a
# at Approaches Grade Level Standard	58	14	99	184	-	36	-	25	62	18	18	n/a
Total Tests	106	19	122	197	-	40	-	28	90	29	32	*
% at Approaches Grade Level Standard	88%	74%	81%	93%	-	90%	-	89%	69%	62%	56%	n/a
# at Approaches Grade Level Standard	313	11	86	163	-	32	-	21	50	10	17	n/a
Total Tests	403	19	122	194	-	40	-	28	89	29	32	*
% at Approaches Grade Level Standard	78%	58%	70%	84%	-	80%	-	75%	56%	34%	53%	n/a
Number Participating	1,316	**	401	651	-	117	79	302	103	n/a	n/a	117
Total Students	1,331	**	405	657	-	118	*	81	305	103	n/a	117
Participation Rate	99%	97%	99%	99%	-	99%	*	98%	99%	100%	n/a	100%
Number Participating	1,316	**	402	648	-	118	*	79	300	103	n/a	115
Total Students	1,327	**	404	654	-	118	*	81	303	103	n/a	116
Participation Rate	99%	99%	100%	99%	-	100%	*	98%	99%	100%	n/a	99%

Priority and Focus Schools

Are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. 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. Are 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.

No KN/A
KNo

are 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. are 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.

KNo
KNo

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.

Table with 5 columns: Degree Type, No Degree, Bachelor's, Master's, Doctorate. Rows include percentages for each category.

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.

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	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			70	30	5	n/a				
English Language Learners			71	29	2	n/a				
National School Lunch Program			36	64	18	1				
Mathematics		Overall	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				

Students with Disabilities and Limited English Proficient

Grade	Subject	Students with Disabilities	Limited English Proficient
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