

Reading	2015	40%	24%	27%	*	26%	40%	-	-	-	*	24%	26%	23%	28%	26%	-	
	2014	42%	22%	25%	*	24%	38%	-	-	-	*	15%	22%	38%	27%	23%	-	
Mathematics	2015	36%	24%	26%	*	26%	20%	-	-	-	*	14%	31%	25%	25%	27%	-	
	2014	37%	20%	27%	*	25%	50%	-	-	-	*	31%	25%	50%	25%	29%	-	
Writing	2015	31%	19%	17%	*	18%	20%	-	-	-	-	*	19%	*	31%	4%	-	
	2014	34%	9%	8%	*	9%	*	-	-	-	*	*	6%	*	5%	10%	-	
Science	2015	40%	28%	25%	*	23%	*	-	-	-	*	*	26%	*	11%	33%	-	
	2014	40%	13%	12%	*	11%	25%	-	-	-	*	*	11%	*	13%	12%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2015	14%	5%	5%	5%	5%	7%	-	-	-	*	2%	6%	0%	5%	5%	-	
	2014	14%	4%	5%	0%	4%	11%	-	-	-	11%	1%	4%	5%	6%	4%	-	
Reading	2015	15%	6%	8%	*	7%	20%	-	-	-	*	5%	8%	0%	7%	9%	-	
	2014	14%	3%	3%	*	2%	15%	-	-	-	*	0%	3%	0%	5%	2%	-	
Mathematics	2015	14%	4%	4%	*	4%	0%	-	-	-	*	0%	7%	0%	5%	3%	-	
	2014	15%	6%	9%	*	9%	14%	-	-	-	*	4%	9%	13%	11%	8%	-	
Writing	2015	8%	1%	0%	*	0%	0%	-	-	-	-	*	0%	*	0%	0%	-	
	2014	6%	1%	0%	*	0%	*	-	-	-	*	*	0%	*	0%	0%	-	
Science	2015	14%	6%	4%	*	4%	*	-	-	-	*	*	3%	*	0%	6%	-	
	2014	13%	1%	0%	*	0%	0%	-	-	-	*	*	0%	*	0%	0%	-	
STAAR Participation (All Grades)																		
All Tests	2015	99%	100%	99%	100%	98%	100%	-	-	-	100%	94%	100%	100%	99%	98%	-	
	2014	99%	99%	100%	100%	100%	97%	-	-	-	100%	100%	100%	100%	99%	100%	-	
Reading	2015	99%	100%	99%	100%	99%	100%	-	-	-	100%	91%	99%	100%	100%	98%	-	
	2014	99%	99%	99%	100%	100%	93%	-	-	-	*	100%	99%	100%	98%	100%	-	
Mathematics	2015	99%	99%	98%	100%	98%	100%	-	-	-	100%	96%	100%	100%	98%	99%	-	
	2014	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-	
Writing	2015	99%	100%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	
	2014	99%	100%	100%	*	100%	*	-	-	-	*	100%	100%	*	100%	100%	-	
Science	2015	99%	99%	98%	100%	98%	100%	-	-	-	100%	90%	100%	100%	100%	97%	-	
	2014	99%	99%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-	
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																		
Reading Tests																		
% of Participants		2015	98%	97%	91%	*	89%	*	-	-	-	-	91%	94%	*	100%	89%	-
% STAAR/EOC With No Accommodations		2015	17%	9%	4%	*	6%	*	-	-	-	-	4%	0%	*	20%	0%	-
% STAAR/EOC With Accommodations		2015	71%	79%	78%	*	78%	*	-	-	-	-	78%	81%	*	80%	78%	-
% STAAR Alternate2		2015	10%	9%	9%	*	6%	*	-	-	-	-	9%	13%	*	0%	11%	-
% of Non-Participants		2015	2%	3%	9%	*	11%	*	-	-	-	-	9%	6%	*	0%	11%	-
Mathematics Tests																		
% of Participants		2015	99%	98%	96%	*	94%	*	-	-	-	-	96%	100%	*	100%	94%	-
% STAAR/EOC With No Accommodations		2015	13%	5%	4%	*	6%	*	-	-	-	-	4%	0%	*	20%	0%	-
% STAAR/EOC With Accommodations		2015	74%	82%	83%	*	83%	*	-	-	-	-	83%	88%	*	80%	83%	-
% STAAR Alternate2		2015	11%	11%	9%	*	6%	*	-	-	-	-	9%	13%	*	0%	11%	-
% of Non-Participants		2015	1%	2%	4%	*	6%	*	-	-	-	-	4%	0%	*	0%	6%	-

Mathematics												
# at Phase-in	111	*	97	10	-	-	-	*	62	9	8	n/a
Satisfactory Standard												
Total Tests	160	*	137	15	-	-	-	*	94	22	9	8
% at Phase-in	69%	*	71%	67%	-	-	-	*	66%	41%	89%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	26	*	22	*	-	-	-	-	15	*	*	n/a
Satisfactory Standard												
Total Tests	49	*	39	*	-	-	-	-	28	*	*	*
% at Phase-in	53%	*	56%	*	-	-	-	-	54%	*	*	n/a
Satisfactory Standard												
Science												
# at Phase-in	35	*	30	*	-	-	-	*	21	*	*	n/a
Satisfactory Standard												
Total Tests	51	*	45	*	-	-	-	*	32	*	*	*
% at Phase-in	69%	*	67%	*	-	-	-	*	66%	*	*	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	181	**	152	20	-	-	-	*	102	22	n/a	13
Total Students	182	**	153	20	-	-	-	*	103	23	n/a	13
Participation Rate	99%	100%	99%	100%	-	-	-	*	99%	96%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	179	**	150	20	-	-	-	*	102	23	n/a	12
Total Students	181	**	152	20	-	-	-	*	102	23	n/a	12
Participation Rate	99%	100%	99%	100%	-	-	-	*	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

** 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 data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

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 data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Priority School Identification: No
Priority School Reason: N/A
Focus School Reason: N/A

Focus School Identification: No

A high-performance reward school 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. **A high progress 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.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	0.9%
Bachelors	28.7	92.5%	90.2%	75.1%
Masters	2.3	7.5%	9.8%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

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.

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		23	3	26
Total Number of Classes		23	3	26
Number of Classes Taught by Highly Qualified Teachers	Number	23	3	26
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: 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	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced	
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
		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	

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
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