



					African	American	Pacific	Two or	Special	Econ							
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
Science	2017	48%	53%	33%	*	27%	*	-	-	-	-	36%	24%	19%	13%	58%	-
	2016	44%	50%	33%	*	36%	*	-	-	-	-	30%	29%	37%	29%	38%	-

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

Subject	Year	State	District	Campus	African	American	Pacific	Two or	Special	Econ							
All Subjects	2017	19%	23%	18%	11%	16%	42%	-	-	-	0%	15%	11%	13%	17%	18%	-
	2016	17%	21%	13%	6%	11%	50%	-	-	-	43%	1%	8%	9%	12%	13%	-
Reading	2017	18%	24%	17%	8%	15%	44%	-	-	-	*	13%	10%	11%	18%	15%	-
	2016	16%	21%	15%	14%	13%	56%	-	-	-	*	0%	10%	10%	18%	13%	-
Mathematics	2017	21%	23%	22%	8%	22%	44%	-	-	-	*	13%	14%	19%	19%	25%	-
	2016	17%	21%	13%	0%	11%	56%	-	-	-	*	0%	8%	9%	9%	16%	-
Writing	2017	11%	14%	13%	25%	9%	*	-	-	-	*	*	7%	5%	17%	9%	-
	2016	14%	17%	12%	*	9%	40%	-	-	-	*	0%	8%	12%	14%	11%	-
Science	2017	19%	24%	12%	*	10%	*	-	-	-	-	14%	9%	10%	10%	15%	-
	2016	15%	20%	2%	*	2%	*	-	-	-	-	10%	2%	0%	0%	4%	-

STAAR Participation (All Grades)

Subject	Year	State	District	Campus	African	American	Pacific	Two or	Special	Econ							
All Tests	2017	99%	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%
	2016	99%	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%
Reading	2017	99%	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%
	2016	99%	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%
Mathematics	2017	100%	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%
	2016	100%	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%
Writing	2017	100%	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%
	2016	99%	99%	97%	*	96%	100%	100%	-	-	-	*	100%	96%	98%	97%	97%
Science	2017	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
	2016	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Subject	Year	State	District	Campus	African	American	Pacific	Two or	Special	Econ							
Reading Tests																	
	% of Participants	2017	98%	96%	92%	90%	91%	100%	-	-	-	-	92%	90%	*	88%	94%
% STAAR/EOC With No Accommodations	2017	13%	8%	4%	0%	0%	20%	-	-	-	-	4%	0%	*	0%	6%	-
% STAAR/EOC With Accommodations	2017	73%	78%	62%	40%	82%	60%	-	-	-	-	62%	62%	*	63%	61%	-
% STAAR Alternate 2	2017	12%	10%	27%	50%	9%	20%	-	-	-	-	27%	29%	*	25%	28%	-
% of Non-Participants	2017	2%	4%	8%	10%	9%	0%	-	-	-	-	8%	10%	*	13%	6%	-
Mathematics Tests																	
	% of Participants	2017	99%	98%	92%	90%	91%	100%	-	-	-	-	92%	90%	*	88%	94%
% STAAR/EOC With No Accommodations	2017	12%	6%	4%	0%	0%	20%	-	-	-	-	4%	0%	*	0%	6%	-
% STAAR/EOC With Accommodations	2017	74%	81%	62%	40%	82%	60%	-	-	-	-	62%	62%	*	63%	61%	-
% STAAR Alternate 2	2017	13%	11%	27%	50%	9%	20%	-	-	-	-	27%	29%	*	25%	28%	-
% of Non-Participants	2017	1%	2%	8%	10%	9%	0%	-	-	-	-	8%	10%	*	13%	6%	-

\*\*1 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.

**Part II: 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 also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.





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: Percentage 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 percentage of total Full-Time Equivalent (FTE) count of teachers



