# Texas Education Agency
# 2016-17 Federal Report Card for Texas Public Schools

**Print this report**

**Campus Name:** BUNKER HILL EL
**Campus ID:** 101920102
**District Name:** SPRING BRANCH ISD

## Part I: 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.

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)**

**Grade 3**

| Subject | Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 2017 | 72% | 71% | **90%** | * | 89% | 95% | - | 85% | - | 83% | * | 70% | 78% | 94% | 87% | - |
| | 2016 | 72% | 68% | **88%** | - | 72% | 92% | - | 84% | - | 100% | * | 73% | 53% | 90% | 85% | - |
| Mathematics | 2017 | 76% | 73% | **94%** | * | 100% | 92% | - | 100% | - | 83% | * | 90% | 96% | 96% | 93% | - |
| | 2016 | 74% | 65% | **89%** | - | 61% | 93% | - | 96% | - | * | * | 73% | 59% | 88% | 90% | - |

**Grade 4**

| Subject | Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 2017 | 69% | 65% | **87%** | * | 70% | 88% | - | 95% | - | 100% | * | 50% | 43% | 87% | 86% | - |
| | 2016 | 74% | 68% | **92%** | * | 95% | 92% | - | 92% | - | 100% | 78% | 88% | 67% | 94% | 89% | - |
| Mathematics | 2017 | 74% | 69% | **94%** | * | 83% | 95% | - | 100% | - | 100% | 71% | 70% | 71% | 97% | 90% | - |
| | 2016 | 72% | 68% | **94%** | * | 89% | 94% | - | 100% | - | 100% | 89% | 78% | 80% | 96% | 93% | - |
| Writing | 2017 | 64% | 60% | **76%** | * | 61% | 77% | - | 91% | - | * | * | * | 36% | 85% | 67% | - |
| | 2016 | 68% | 66% | **93%** | * | 89% | 93% | - | 92% | - | 100% | 78% | 78% | 56% | 94% | 91% | - |

**Grade 5**

| Subject | Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Reading | 2017 | 81% | 74% | **93%** | * | 100% | 94% | - | 85% | - | 100% | 63% | 83% | * | 97% | 89% | - |
| | 2016 | 80% | 74% | **91%** | * | 74% | 98% | - | 90% | - | 100% | * | 78% | 60% | 97% | 85% | - |
| Mathematics | 2017 | 86% | 80% | **98%** | * | 100% | 97% | - | 100% | - | 100% | 88% | 83% | 88% | 100% | 96% | - |
| | 2016 | 85% | 81% | **96%** | * | 87% | 100% | - | 97% | - | 100% | * | 78% | 100% | 97% | 95% | - |
| Science | 2017 | 73% | 71% | **86%** | * | 85% | 86% | - | 85% | - | 100% | 63% | * | * | 89% | 81% | - |
| | 2016 | 73% | 70% | **88%** | * | 68% | 95% | - | 90% | - | * | * | 67% | 78% | 88% | 88% | - |

**Grade 6**

| Subject | Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mathematics | 2016 | 71% | 68% | * | - | - | - | - | * | - | - | - | - | - | - | * | - |

**Grade 7**

| Subject | Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mathematics | 2017 | 68% | 66% | * | - | * | - | - | * | - | - | - | - | * | - | * | - |

**All Grades**

| Subject | Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL | Female | Male | Migrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | 2017 | 74% | 71% | **90%** | 82% | 85% | 90% | - | 92% | - | 91% | 59% | 63% | 67% | 93% | 86% | - |
| | 2016 | 74% | 70% | **91%** | 67% | 80% | 95% | - | 93% | - | 98% | 69% | 76% | 67% | 93% | 89% | - |
| Reading | 2017 | 71% | 67% | **90%** | 86% | 85% | 92% | - | 88% | - | 94% | 50% | 65% | 62% | 93% | 87% | - |
| | 2016 | 72% | 68% | **90%** | * | 80% | 94% | - | 89% | - | 100% | 60% | 79% | 58% | 94% | 86% | - |
| Mathematics | 2017 | 78% | 75% | **95%** | 86% | 94% | 94% | - | 100% | - | 94% | 73% | 81% | 88% | 97% | 93% | - |
| | 2016 | 75% | 71% | **93%** | * | 80% | 96% | - | 98% | - | 100% | 75% | 76% | 76% | 94% | 93% | - |
| Writing | 2017 | 66% | 61% | **76%** | * | 61% | 77% | - | 91% | - | * | * | * | 36% | 85% | 67% | - |

| | Year | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | 68% | 63% | **93%** | * | 89% | 93% | - | 92% | - | 100% | 78% | 78% | 56% | 94% | 91% | - |
| Science | 2017 | 78% | 77% | **86%** | * | 85% | 86% | - | 85% | - | 100% | 63% | * | * | 89% | 81% | - |
| | 2016 | 77% | 77% | **88%** | * | 68% | 95% | - | 90% | - | * | * | 67% | 78% | 88% | 88% | - |

## STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

### All Grades

| | Year | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | 2017 | 44% | 45% | **68%** | 41% | 52% | 69% | - | 79% | - | 80% | 42% | 37% | 43% | 72% | 64% | - |
| | 2016 | 42% | 43% | **71%** | 33% | 55% | 73% | - | 78% | - | 80% | 33% | 24% | 31% | 75% | 67% | - |
| Reading | 2017 | 43% | 43% | **69%** | 57% | 55% | 71% | - | 73% | - | 82% | 41% | 38% | 32% | 76% | 61% | - |
| | 2016 | 42% | 42% | **71%** | * | 53% | 73% | - | 77% | - | 93% | 25% | 21% | 28% | 75% | 67% | - |
| Mathematics | 2017 | 45% | 45% | **76%** | 43% | 60% | 76% | - | 91% | - | 82% | 50% | 58% | 66% | 79% | 74% | - |
| | 2016 | 40% | 40% | **73%** | * | 58% | 75% | - | 83% | - | 73% | 40% | 31% | 35% | 75% | 71% | - |
| Writing | 2017 | 36% | 35% | **54%** | * | 26% | 53% | - | 82% | - | * | * | * | 7% | 61% | 46% | - |
| | 2016 | 39% | 40% | **75%** | * | 63% | 76% | - | 80% | - | 100% | 56% | 33% | 44% | 81% | 66% | - |
| Science | 2017 | 48% | 50% | **54%** | * | 50% | 55% | - | 54% | - | 80% | 50% | * | * | 49% | 60% | - |
| | 2016 | 44% | 48% | **60%** | * | 45% | 66% | - | 67% | - | * | * | 0% | 11% | 64% | 55% | - |

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

### All Grades

| | Year | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Subjects | 2017 | 19% | 21% | **43%** | 12% | 29% | 42% | - | 56% | - | 58% | 27% | 15% | 29% | 45% | 42% | - |
| | 2016 | 17% | 20% | **42%** | 13% | 28% | 42% | - | 53% | - | 50% | 15% | 1% | 14% | 45% | 39% | - |
| Reading | 2017 | 18% | 19% | **48%** | 29% | 35% | 49% | - | 51% | - | 65% | 32% | 19% | 22% | 53% | 42% | - |
| | 2016 | 16% | 19% | **43%** | * | 30% | 43% | - | 53% | - | 53% | 15% | 0% | 17% | 51% | 36% | - |
| Mathematics | 2017 | 21% | 23% | **52%** | 0% | 37% | 50% | - | 71% | - | 65% | 36% | 19% | 46% | 51% | 53% | - |
| | 2016 | 17% | 19% | **47%** | * | 30% | 48% | - | 60% | - | 47% | 15% | 3% | 16% | 44% | 50% | - |
| Writing | 2017 | 11% | 12% | **21%** | * | 4% | 21% | - | 41% | - | * | * | * | 0% | 24% | 17% | - |
| | 2016 | 14% | 17% | **42%** | * | 37% | 40% | - | 52% | - | 60% | 22% | 0% | 11% | 51% | 30% | - |
| Science | 2017 | 19% | 22% | **25%** | * | 15% | 20% | - | 38% | - | 60% | 13% | * | * | 18% | 32% | - |
| | 2016 | 15% | 20% | **23%** | * | 9% | 23% | - | 33% | - | * | * | 0% | 0% | 23% | 23% | - |

## STAAR Participation (All Grades)

| | Year | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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% | 100% | - |
| | 2016 | 99% | 99% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | - |
| Mathematics | 2017 | 100% | 100% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | 2016 | 100% | 100% | **100%** | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | - |
| Writing | 2017 | 100% | 100% | **100%** | * | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | - |
| | 2016 | 99% | 100% | **100%** | * | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | - |
| Science | 2017 | 99% | 99% | **99%** | * | 100% | 98% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 98% | - |
| | 2016 | 99% | 99% | **100%** | * | 100% | 100% | - | 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 | 2017 | 98% | 96% | **100%** | * | 100% | 100% | - | * | - | - | 100% | * | * | 100% | 100% | - |
| % STAAR/EOC With No Accommodations | 2017 | 13% | 21% | **50%** | * | 50% | 55% | - | * | - | - | 50% | * | * | 60% | 47% | - |
| % STAAR/EOC With Accommodations | 2017 | 73% | 61% | **50%** | * | 50% | 45% | - | * | - | - | 50% | * | * | 40% | 53% | - |
| % STAAR Alternate 2 | 2017 | 12% | 14% | **0%** | * | 0% | 0% | - | * | - | - | 0% | * | * | 0% | 0% | - |
| % of Non-Participants | 2017 | 2% | 4% | **0%** | * | 0% | 0% | - | * | - | - | 0% | * | * | 0% | 0% | - |

### Mathematics Tests

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % of Participants | 2017 | 99% | 99% | **100%** | * | 100% | 100% | - | * | - | - | 100% | * | * | 100% | 100% | - |
| % STAAR/EOC With No Accommodations | 2017 | 12% | 17% | **50%** | * | 50% | 55% | - | * | - | - | 50% | * | * | 60% | 47% | - |
| % STAAR/EOC With Accommodations | 2017 | 74% | 67% | **50%** | * | 50% | 45% | - | * | - | - | 50% | * | * | 40% | 53% | - |
| % STAAR Alternate 2 | 2017 | 13% | 16% | **0%** | * | 0% | 0% | - | * | - | - | 0% | * | * | 0% | 0% | - |
| % of Non-Participants | 2017 | 1% | 1% | **0%** | * | 0% | 0% | - | * | - | - | 0% | * | * | 0% | 0% | - |

'*' 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.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Status - State** | | | | | | | | | | | | | | | |
| State Target | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | | | | |
| Reading | Y | | Y | Y | | Y | | | | | Y | n/a | 5 | 5 | 100 |
| Mathematics | Y | | Y | Y | | Y | | | | | Y | n/a | 5 | 5 | 100 |
| Writing | Y | | | Y | | | | | | | | n/a | 2 | 2 | 100 |
| Science | Y | | | Y | | | | | | | | n/a | 2 | 2 | 100 |
| Social Studies | | | | | | | | | | | | n/a | 0 | 0 | |
| **Total** | | | | | | | | | | | | | **14** | **14** | **100** |
| | | | | | | | | | | | | | | | |
| **Performance Status - Federal** | | | | | | | | | | | | | | | |
| Federal Target | 91% | 91% | 91% | 91% | | | | | 91% | 91% | 91% | | | | |
| Reading | Y | | N | Y | n/a | n/a | n/a | n/a | | | N | n/a | | | |
| Mathematics | Y | | Y | Y | n/a | n/a | n/a | n/a | | | Y | n/a | | | |
| | | | | | | | | | | | | | | | |
| **Participation Status** | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | 95% | | | |
| Reading | Y | | Y | Y | | Y | | | Y | | n/a | Y | 6 | 6 | 100 |
| Mathematics | Y | | Y | Y | | Y | | | Y | | n/a | Y | 6 | 6 | 100 |
| **Total** | | | | | | | | | | | | | **12** | **12** | **100** |
| | | | | | | | | | | | | | | | |
| **Federal Graduation Status (Target: See Reason Codes)** | | | | | | | | | | | | | | | |
| Graduation Target Met | | | | | | | | | | | | n/a | 0 | 0 | |
| Reason Code *** | | | | | | | | | | | | | | | |
| **Total** | | | | | | | | | | | | | **0** | **0** | |

**District: Met Federal Limits on Alternative Assessments**
Reading

| | | |
|---|---|---|
| Alternate 1% | n/a | |
| Number Proficient | n/a | |
| Total Federal Cap Limit | n/a | |
| Mathematics | | |
| Alternate 1% | n/a | |
| Number Proficient | n/a | |
| Total Federal Cap Limit | n/a | |

**Total**

| | | | |
|---|---|---|---|
| **Overall Total** | **26** | **26** | **100** |

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

| | |
|---|---|
| a = Graduation Rate Goal of 90% | c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal |
| b = Four-year Graduation Rate Target of 88.5% | d = Five-year Graduation Rate Target of 91% |

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Rates** | | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 331 | 5 | 52 | 190 | - | 68 | - | 16 | 16 | 12 | 45 | n/a |
| Total Tests | 358 | 6 | 59 | 201 | - | 75 | - | 17 | 22 | 22 | 55 | 38 |
| % at Approaches Grade Level Standard | 92% | 83% | 88% | 95% | - | 91% | - | 94% | 73% | 55% | 82% | n/a |
| **Mathematics** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 343 | 5 | 55 | 192 | - | 75 | - | 16 | 20 | 16 | 52 | n/a |
| Total Tests | 357 | 6 | 59 | 200 | - | 75 | - | 17 | 22 | 22 | 55 | 38 |
| % at Approaches Grade Level Standard | 96% | 83% | 93% | 96% | - | 100% | - | 94% | 91% | 73% | 95% | n/a |
| **Writing** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 91 | - | ** | 53 | - | 19 | - | * | * | * | 9 | n/a |
| Total Tests | 115 | - | ** | 66 | - | 21 | - | * | * | * | 13 | * |
| % at Approaches Grade Level Standard | 79% | - | 68% | 80% | - | 90% | - | * | * | * | 69% | n/a |
| **Science** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | 96 | * | 15 | 53 | - | 22 | - | ** | * | 6 | 9 | n/a |
| Total Tests | 109 | * | 18 | 61 | - | 23 | - | ** | * | 8 | 12 | * |
| % at Approaches Grade Level Standard | 88% | * | 83% | 87% | - | 96% | - | 100% | * | 75% | 75% | n/a |
| **Social Studies** | | | | | | | | | | | | |
| # at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total Tests | - | - | - | - | - | - | - | - | - | - | - | - |
| % at Approaches Grade Level Standard | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **Participation Rates** | | | | | | | | | | | | |
| **Reading: 2016-2017 Assessments** | | | | | | | | | | | | |
| Number Participating | 381 | 7 | 62 | 213 | - | 82 | - | 17 | 26 | 22 | n/a | 50 |
| Total Students | 381 | 7 | 62 | 213 | - | 82 | - | 17 | 26 | 22 | n/a | 50 |
| Participation Rate | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | n/a | 100% |
| **Mathematics: 2016-2017 Assessments** | | | | | | | | | | | | |
| Number Participating | 380 | 7 | 62 | 212 | - | 82 | - | 17 | 26 | 22 | n/a | 50 |
| Total Students | 380 | 7 | 62 | 212 | - | 82 | - | 17 | 26 | 22 | n/a | 50 |
| Participation Rate | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | n/a | 100% |

\*    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.

| | 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 2016** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015** | | | | | | | | | | | | |
| Number Graduated | - | - | - | - | - | - | - | - | - | - | - | n/a |
| Total in Class | - | - | - | - | - | - | - | - | - | - | - | - |
| Graduation Rate | - | - | - | - | - | - | - | - | - | - | - | n/a |
| **5-year Extended Graduation Rate (Gr 9-12): Class of 2015** | | | | | | | | | | | | |
| 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 the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

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**Part III:** Priority and Focus Schools

**Priority 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. **Focus schools** 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.

**Priority School Identification:**   **Priority School Reason:** N/A
No                             **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 mathematics 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: 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 with no degree, bachelor's, master's, and doctorate degrees.

| | ---------------- Campus ---------------- | | District | State |
| | Number | Percent | Percent | Percent |
|---|---|---|---|---|
| No Degree | 0.0 | 0.0% | 0.3% | 1.2% |
| Bachelors | 24.1 | 58.2% | 72.4% | 74.5% |
| Masters | 17.3 | 41.8% | 25.9% | 23.6% |
| Doctorate | 0.0 | 0.0% | 1.4% | 0.6% |

### Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

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.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

## Part V: 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

## 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.

#### State Level: 2015 Percentages at NAEP Achievement Levels

| 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 | 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 |

**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