

	2017		2016		2015		2014		2013		2012		2011		2010		2009	
Science	48%	42%	44%	38%	34%	63%	-	*	-	*	31%	31%	17%	45%	51%	-	-	-
	2016	44%	38%	33%	41%	71%	-	*	-	*	43%	40%	39%	50%	53%	-	-	-

5 F 'DYfVWbhUa UghYg'; fUXY' @j Y' fB\$%Lcf' @j Y' =5 Xj UbVWX'fB\$%L

	2017		2016		2015		2014		2013		2012		2011		2010		2009	
All Subjects	19%	13%	17%	10%	27%	20%	33%	-	47%	*	20%	4%	17%	13%	29%	23%	-	-
	2016	17%	10%	8%	32%	19%	32%	-	41%	-	50%	9%	17%	15%	28%	23%	-	-
Reading	18%	12%	16%	10%	29%	20%	34%	-	42%	*	0%	0%	16%	12%	30%	23%	-	-
	2016	16%	10%	8%	47%	19%	31%	-	38%	-	*	3%	18%	14%	32%	20%	-	-
Mathematics	21%	14%	17%	10%	33%	26%	37%	-	67%	*	33%	12%	22%	20%	35%	29%	-	-
	2016	17%	10%	8%	29%	23%	41%	-	54%	-	*	16%	21%	20%	30%	33%	-	-
Writing	11%	6%	14%	7%	13%	9%	17%	-	20%	-	-	0%	5%	10%	20%	4%	-	-
	2016	14%	7%	8%	*	13%	13%	-	*	-	*	9%	9%	19%	7%	-	-	-
Science	19%	12%	15%	11%	*	11%	32%	-	*	-	*	0%	14%	2%	20%	21%	-	-
	2016	15%	11%	8%	17%	16%	29%	-	*	-	*	14%	9%	10%	16%	22%	-	-

5 F 'DUfHjWdUjcb' fB''; fUXYgL

All Tests	2017	99%	99%	99%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	-
	2016	99%	99%	99%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-	-
Reading	2017	99%	99%	99%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-	-
	2016	99%	99%	99%	100%	100%	100%	-	100%	-	*	100%	100%	100%	99%	100%	-	-
Mathematics	2017	100%	100%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	99%	99%	100%	-	-
	2016	100%	100%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	99%	100%	-	-
Writing	2017	100%	100%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-	-
	2016	99%	100%	100%	100%	100%	98%	-	*	-	*	100%	100%	100%	100%	99%	-	-
Science	2017	99%	99%	99%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	-
	2016	99%	99%	99%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	-

5 F 'DUfHjWdUjcb' FYgi 'lg'Vm5 ggYgga YbhHndYZf' Gh' XYbg'GYfj YX'jb'GdYVWU'9Xi WUjcb'GYHjb[g'fB''; fUXYgL

Reading Tests	2017	98%	97%	97%	95%	100%	-	-	-	*	96%	96%	100%	100%	94%	-	-
% of Participants	2017	13%	8%	8%	0%	22%	-	-	-	*	9%	12%	0%	0%	12%	-	-
% STAAR/EOC With No Accommodations	2017	73%	83%	83%	71%	50%	-	-	-	*	62%	62%	83%	91%	53%	-	-
% STAAR Alternate 2	2017	12%	7%	7%	24%	28%	-	-	-	*	24%	23%	17%	9%	29%	-	-
% of Non-Participants	2017	2%	3%	3%	5%	0%	-	-	-	*	4%	4%	0%	0%	6%	-	-
Mathematics Tests	2017	99%	98%	98%	95%	100%	-	-	-	*	96%	96%	100%	100%	94%	-	-
% of Participants	2017	12%	9%	9%	5%	22%	-	-	-	*	11%	12%	0%	9%	12%	-	-
% STAAR/EOC With No Accommodations	2017	74%	82%	82%	67%	50%	-	-	-	*	60%	62%	83%	82%	53%	-	-
% STAAR Alternate 2	2017	13%	7%	7%	24%	28%	-	-	-	*	24%	23%	17%	9%	29%	-	-
% of Non-Participants	2017	1%	2%	2%	5%	0%	-	-	-	*	4%	4%	0%	0%	6%	-	-

* 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.

DUfHjWdUjcb' fB''; fUXYgL 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.

5

addition, at the high school level, a reward school is a Title I school with the highest graduation rates. 5 \ \ 'dfc[fYgg'gW cc` 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.

<]] \ 'DYfZ:fa]b['GW cc`. No
<]] \ 'Dfc[fYgg'GW cc`. No

Source: TEA Division of School Improvement and Support

DUfh-J. Teacher Quality Data

DUfh-J '5. 'DYfWbHJ Y'cZHYUW Yfg'Vm<]] \ Ygh8 Y[fYY'< YX.
Professional qualifiæet

; fUXY

Gi V^Wh

Gti XYbh; fci d

6 Yck 6 UgjW

5 hcf 5 Vcj Y.
6 UgjW

5 hcf 5 Vcj Y.
Dfc 4WYbh