

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
 State

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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Econ Disadv		ELL	Female	Male	Migrant
			State	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Disadv												
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																								
Grade 3																								
Reading	2016	72%	60%	67%	83%	70%	88%	76%	81%	45%	64%	62%	75%	69%	54%									
	2015	74%	64%	70%	85%	74%	88%	76%	81%	45%	67%	66%	77%	71%	61%									
Mathematics	2016	74%	59%	71%	84%	71%	91%	75%	80%	48%	67%	69%	74%	74%	63%									
	2015	74%	60%	71%	84%	75%	91%	77%	80%	47%	67%	69%	75%	74%	64%									
Grade 4																								
Reading	2016	74%	64%	69%	84%	75%	89%	76%	81%	41%	66%	61%	78%	70%	59%									
	2015	71%	58%	65%	83%	69%	88%	72%	79%	38%	62%	57%	74%	67%	52%									
Mathematics	2016	72%	56%	69%	82%	73%	91%	74%	77%	42%	65%	65%	72%	72%	61%									
	2015	71%	54%	67%	81%	71%	91%	75%	76%	38%	63%	63%	71%	70%	56%									
Writing	2016	68%	59%	64%	78%	66%	86%	69%	75%	36%	60%	57%	74%	63%	54%									
	2015	67%	57%	63%	76%	64%	88%	71%	73%	30%	59%	58%	74%	61%	53%									
Grade 5																								
Reading	2016	80%	70%	76%	89%	79%	92%	81%	87%	45%	73%	65%	83%	77%	63%									
	2015	83%	76%	80%	91%	83%	93%	83%	90%	48%	78%	70%	86%	81%	69%									
Mathematics	2016	85%	73%	83%	91%	84%	96%	86%	88%	55%	80%	78%	86%	83%	75%									
	2015	75%	61%	72%	84%	75%	94%	78%	80%	41%	68%	65%	77%	74%	64%									
Science	2016	73%	57%	69%	84%	73%	90%	72%	79%	42%	65%	58%	71%	74%	59%									
	2015	69%	54%	63%	83%	70%	88%	66%	78%	37%	59%	49%	68%	69%	50%									
Grade 6																								
Reading	2016	68%	57%	61%	82%	67%	89%	69%	78%	31%	58%	40%	72%	65%	47%									
	2015	73%	64%	66%	85%	71%	90%	77%	82%	32%	63%	44%	75%	70%	51%									
Mathematics	2016	71%	57%	67%	83%	72%	93%	73%	78%	39%	63%	54%	72%	71%	56%									
	2015	72%	59%	67%	83%	73%	93%	78%	80%	38%	64%	54%	73%	71%	56%									
Grade 7																								
Reading	2016	69%	59%	63%	82%	67%	89%	73%	78%	30%	60%	34%	74%	65%	48%									
	2015	72%	64%	65%	84%	73%	89%	75%	82%	29%	63%	34%	76%	68%	51%									
Mathematics	2016	68%	54%	62%	80%	65%	91%	72%	76%	32%	59%	42%	69%	66%	54%									
	2015	68%	55%	63%	81%	68%	90%	72%	77%	31%	60%	42%	70%	67%	54%									
Writing	2016	68%	58%	61%	80%	65%	89%	75%	77%	27%	58%	33%	75%	61%	51%									
	2015	69%	60%	63%	80%	69%	89%	77%	78%	25%	60%	33%	76%	62%	50%									
Grade 8																								
Reading	2016	85%	79%	82%	93%	84%	94%	85%	91%	44%	80%	56%	89%	82%	70%									
	2015	84%	77%	80%	92%	85%	93%	86%	91%	44%	78%	51%	87%	81%	66%									
Mathematics	2016	80%	71%	77%	87%	78%	93%	86%	85%	41%	75%	62%	83%	77%	71%									
	2015	71%	60%	67%	80%	70%	90%	75%	78%	32%	64%	50%	73%	68%	55%									
Science	2016	73%	61%	68%	84%	74%	91%	79%	81%	35%	65%	42%	74%	72%	56%									
	2015	67%	55%	61%	80%	68%	90%	72%	77%	31%	58%	34%	67%	68%	47%									
Social Studies	2016	62%	51%	54%	75%	63%	87%	68%	72%	28%	51%	28%	60%	63%	41%									
	2015	61%	50%	53%	76%	61%	86%	62%	73%	27%	50%	25%	59%	63%	37%									
End of Course																								
English I	2016	63%	54%	57%	76%	60%	83%	65%	74%	25%	55%	28%	71%	56%	46%									
	2015	66%	58%	61%	79%	64%	83%	69%	77%	31%	58%	33%	73%	61%	50%									
English II	2016	66%	56%	60%	80%	64%	82%	65%	78%	26%	57%	25%	72%	60%	45%									
	2015	69%	58%	64%	82%	69%	82%	69%	79%	31%	60%	33%	74%	64%	51%									
Algebra I	2016	76%	65%	73%	85%	71%	94%	76%	82%	38%	70%	56%	80%	72%	65%									
	2015	77%	66%	74%	86%	75%	93%	79%	83%	39%	71%	54%	80%	74%	63%									

			African	Hispanic	White	American	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
		State	American			Indian		Islander	More	Ed	Disadv				
iology	2016	86%	80%	83%	93%	82%	95%	85%	92%	52%	81%	62%	89%	83%	73%
	2015	88%	83%	85%	94%	84%	94%	89%	93%	56%	83%	64%	90%	86%	75%
.S. istory	2016	90%	85%	88%	94%	89%	94%	93%	94%	55%	86%	67%	90%	89%	80%
	2015	88%	83%	85%	94%	88%	93%	91%	94%	55%	83%	61%	87%	89%	75%
All Grades															
All Subjects	2016	74%	63%	69%	84%	72%	90%	76%	81%	39%	66%	54%	76%	71%	58%
	2015	73%	63%	68%	84%	73%	90%	76%	81%	37%	65%	53%	76%	71%	57%
Reading	2016	72%	62%	66%	83%	70%	88%	73%	81%	35%	63%	49%	76%	67%	52%
	2015	74%	64%	68%	85%	73%	88%	75%	83%	37%	66%	51%	77%	70%	55%
Mathematics	2016	75%	62%	72%	85%	73%	93%	77%	81%	42%	68%	63%	77%	74%	64%
	2015	73%	60%	69%	83%	73%	92%	77%	79%	38%	66%	59%	74%	72%	59%
Writing	2016	68%	59%	63%	79%	65%	88%	72%	76%	32%	59%	48%	75%	62%	52%
	2015	68%	58%	63%	78%	67%	88%	74%	76%	28%	59%	49%	75%	61%	51%
Science	2016	77%	67%	73%	87%	77%	92%	79%	84%	44%	70%	55%	78%	77%	64%
	2015	75%	64%	70%	86%	75%	91%	77%	83%	41%	67%	49%	75%	74%	59%
Social Studies	2016	76%	69%	71%	85%	77%	90%	81%	83%	42%	68%	44%	76%	76%	63%
	2015	74%	66%	69%	85%	75%	90%	77%	83%	40%	65%	39%	73%	75%	57%

STAAR Percent at Final Level II or Above

All Grades															
All Subjects	2016	42%	29%	35%	56%	40%	72%	44%	52%	19%	31%	20%	44%	40%	23%
	2015	38%	26%	30%	53%	37%	69%	41%	49%	17%	27%	17%	40%	37%	19%
Reading	2016	42%	30%	34%	58%	40%	70%	43%	54%	18%	30%	18%	47%	38%	21%
	2015	40%	28%	32%	56%	40%	68%	42%	52%	16%	28%	16%	44%	37%	19%
Mathematics	2016	40%	25%	34%	53%	38%	76%	42%	49%	20%	30%	24%	41%	40%	25%
	2015	36%	22%	29%	49%	34%	73%	39%	45%	17%	26%	20%	36%	36%	20%
Writing	2016	39%	29%	32%	52%	36%	69%	42%	48%	19%	29%	21%	46%	33%	22%
	2015	31%	21%	24%	43%	28%	65%	36%	39%	14%	21%	14%	38%	25%	16%
Science	2016	44%	31%	37%	59%	43%	74%	45%	55%	19%	33%	17%	44%	45%	25%
	2015	40%	26%	32%	56%	39%	70%	41%	51%	17%	29%	12%	39%	41%	20%
Social Studies	2016	45%	34%	37%	58%	47%	72%	49%	55%	20%	33%	12%	41%	48%	26%
	2015	41%	30%	32%	54%	43%	68%	43%	52%	18%	29%	9%	36%	44%	20%

STAAR Percent at Level III Advanced

All Grades															
All Subjects	2016	17%	9%	12%	26%	15%	45%	17%	24%	6%	10%	6%	18%	16%	6%
	2015	14%	7%	9%	23%	13%	41%	16%	21%	4%	8%	5%	15%	14%	4%
Reading	2016	16%	9%	11%	26%	14%	41%	16%	25%	5%	9%	6%	19%	14%	5%
	2015	15%	8%	10%	25%	14%	39%	16%	24%	4%	8%	5%	17%	14%	4%
Mathematics	2016	17%	8%	13%	26%	16%	53%	19%	24%	6%	10%	8%	17%	18%	8%
	2015	14%	6%	10%	22%	13%	47%	16%	20%	5%	8%	6%	14%	14%	5%
Writing	2016	14%	8%	10%	20%	12%	38%	15%	19%	6%	8%	6%	18%	10%	5%
	2015	8%	4%	5%	12%	6%	30%	9%	12%	3%	4%	2%	11%	5%	2%
Science	2016	15%	7%	10%	25%	14%	42%	16%	22%	5%	8%	3%	15%	16%	5%
	2015	14%	6%	9%	23%	13%	41%	16%	21%	5%	7%	2%	13%	15%	4%
Social Studies	2016	21%	13%	15%	32%	21%	48%	21%	30%	6%	13%	3%	18%	24%	8%
	2015	18%	10%	12%	28%	19%	41%	19%	27%	6%	10%	2%	14%	21%	6%

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2015	99%	99%	99%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	98%
Reading	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2015	99%	99%	99%	99%	98%	98%	99%	99%	99%	98%	99%	96%	99%	97%
Mathematics	2016	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	100%	100%	99%	99%
	2015	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%

Writing	2016	99%	99%	100%	99%	99%	99%	99%	99%	99%	100%	100%	99%	99%	100%
	2015	99%	99%	100%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Science	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2015	99%	99%	99%	99%	99%	100%	99%	99%	98%	99%	99%	99%	99%	99%
Social Studies	2016	98%	98%	98%	99%	98%	99%	98%	98%	98%	98%	98%	98%	98%	98%
	2015	99%	98%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%

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

Reading Tests															
% of Participants	2016	98%	98%	97%	98%	99%	97%	99%	98%	98%	98%	95%	98%	98%	96%
% STAARE With o															
Accommodations	2016	13%	13%	11%	17%	14%	21%	15%	17%	13%	11%	8%	12%	14%	8%
% STAARE With															
Accommodations	2016	73%	74%	75%	71%	75%	55%	68%	72%	73%	75%	80%	74%	73%	81%
% STAAR Alternate2	2016	11%	11%	11%	10%	10%	22%	16%	10%	11%	11%	7%	11%	11%	8%
% of on-Participants	2016	2%	2%	3%	2%	1%	3%	1%	2%	2%	2%	5%	2%	2%	4%
Mathematics Tests															
% of Participants	2016	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
% STAARE With o															
Accommodations	2016	12%	10%	10%	16%	14%	21%	11%	15%	12%	10%	7%	11%	13%	6%
% STAARE With															
Accommodations	2016	75%	76%	77%	72%	75%	55%	71%	73%	75%	77%	84%	76%	74%	84%
% STAAR Alternate2	2016	12%	12%	12%	11%	11%	23%	17%	10%	12%	12%	8%	12%	12%	9%
% of on-Participants	2016	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%

Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates zero observations reported for this group.
 na 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 Measureable Objectives (AMs)

This section provides the STAAR performance results for each subject area tested in the 2015-16 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													9	11	82
Mathematics													10	11	91
Writing													9	11	82
Science													10	11	91
Social Studies													9	11	82
Total													47	55	85
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					na	na	na	na					na		
Mathematics					na	na	na	na					na		
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading													11	11	100
Mathematics													11	11	100
Total													22	22	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target													7	11	64
Met															
Reason Code	b	c	c	a		a	b	a							
Total													7	11	64
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%															
Number	31135														
Proficient															
Total Federal	35053														
Cap Limit															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current Monitored)	ELL Total	Total Eligible	Percent of Eligible Measures Met
Mathematics														
Alternate 1% umber	28735													
Proficient														
Total federal	28172													
Cap Limit														
Total												0	1	0
Overall Total												76	89	85

Participation uses ELL (urrent), raduation uses ELL (Ever S)
 federal raduation Rate Reason odes
 a raduation Rate oal of 90% c Safe arbor Target of a 10% decrease in difference from the prior year rate and the oal
 b our-year raduation Rate Target of 88% d ive-year raduation Rate Target of 90%
 lan cells above represent student group indicators that do not meet the minimum sie criteria.
 na 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 Level II Satisfactory Standard	2,351,353	257,463	1,158,284	759,063	7,964	113,789	3,176	51,232	1,238,881	110,044	380,707	na	
Total Tests	3,225,381	409,402	1,710,591	901,332	11,078	125,562	4,234	62,717	1,918,815	312,005	660,071	535,265	
% at Level II Satisfactory Standard	73%	63%	68%	84%	72%	91%	75%	82%	65%	35%	58%	na	
Mathematics													
at Level II Satisfactory Standard	1,983,384	209,414	1,007,247	622,157	6,671	92,275	2,714	42,618	1,089,918	110,953	400,546	na	
Total Tests	2,595,020	328,072	1,376,703	727,833	8,837	97,653	3,416	52,163	1,565,841	259,272	576,442	464,170	
% at Level II Satisfactory Standard	76%	64%	73%	85%	75%	94%	79%	82%	70%	43%	69%	na	
Writing													
at Level II Satisfactory Standard	509,998	53,627	246,194	168,589	1,682	27,282	713	11,858	265,254	20,971	96,701	na	
Total Tests	736,454	89,732	386,467	211,067	2,514	30,242	962	15,392	439,592	65,403	171,674	136,459	
% at Level II Satisfactory Standard	69%	60%	64%	80%	67%	90%	74%	77%	60%	32%	56%	na	
Science													
at Level II Satisfactory Standard	900,756	97,475	447,476	289,415	3,167	43,278	1,246	18,538	476,654	48,934	134,259	na	
Total Tests	1,142,169	142,892	596,456	329,244	3,984	46,030	1,530	21,854	662,939	110,843	206,716	160,010	
% at Level II Satisfactory Standard	79%	68%	75%	88%	79%	94%	81%	85%	72%	44%	65%	na	
Social Studies													
at Level II Satisfactory Standard	572,288	65,544	275,279	189,949	2,069	27,232	815	11,335	280,602	27,611	44,934	na	
Total Tests	741,212	93,903	379,073	221,551	2,617	29,447	1,001	13,545	405,044	65,551	86,261	67,290	
% at Level II Satisfactory Standard	77%	70%	73%	86%	79%	92%	81%	84%	69%	42%	52%	na	
Participation Rates													
Reading: 2015-2016 Assessments													
umber Participating	3,424,931	441,227	1,819,598	942,581	12,021	135,580	4,625	66,493	2,046,629	332,973	na	610,770	
Total Students	3,446,868	445,378	1,830,668	948,279	12,124	135,862	4,661	66,896	2,060,779	336,473	na	612,928	
Participation Rate	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	na	100%	
Mathematics: 2015-2016 Assessments													
umber Participating	2,747,335	354,425	1,454,809	762,614	9,615	104,846	3,724	55,501	1,662,547	275,348	na	512,618	
Total Students	2,760,448	356,831	1,461,481	766,025	9,675	105,079	3,747	55,735	1,671,226	277,499	na	514,828	
Participation Rate	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	na	100%	

Indicates results are mased due to small numbers to protect student confidentiality.
 When only one raciaethnic group is mased, then the second smallest raciaethnic group is mased (regardless of sie).
 - Indicates there are no students in the group.
 na 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 2015												
umber raduated	302,262	37,951	142,404	102,000	1,283	12,822	480	5,322	144,957	22,703	17,962	na
Total in lass	339,626	44,533	164,646	109,200	1,486	13,444	541	5,776	169,386	29,045	24,513	18,037
raduation Rate	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	85.6%	78.2%	73.3%	na
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
umber raduated	294,240	36,807	136,586	101,737	1,242	12,292	383	5,193	142,669	23,149	18,142	na
Total in lass	333,286	43,707	159,708	109,354	1,426	12,969	431	5,691	167,545	29,875	25,382	12,515

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Graduation Rate	88.3%	84.2%	85.5%	93.0%	87.1%	94.8%	88.9%	91.2%	85.2%	77.5%	71.5%	na
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	300,454	37,760	140,341	102,992	1,271	12,425	388	5,277	146,424	24,462	19,225	na
Total in Class	332,187	43,491	158,985	109,224	1,423	12,950	433	5,681	166,757	29,988	25,066	12,341
Graduation Rate	90.4%	86.8%	88.3%	94.3%	89.3%	95.9%	89.6%	92.9%	87.8%	81.6%	76.7%	na
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	31,135											
Total Federal Cap Limit	35,053											
Mathematics												
Number Proficient	28,735											
Total Federal Cap Limit	28,172											
Indicates results are masked due to small numbers to protect student confidentiality. When only one race/ethnic group is masked, then the second smallest race/ethnic group is masked (regardless of size). - Indicates there are no students in the group. na Indicates the student group is not applicable to System Safeguards.												

Source 2016 Accountability 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 (AM) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Results available at campus level only.

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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

Results available at campus level only.

Source TEA Division of School Improvement and Support

Part I: Teacher Quality Data

Part I 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.

	----- State -----	
	Number	Percent
No Degree	3,524.0	1.0%
Bachelors	259,559.7	74.7%
Masters	82,029.5	23.6%
Doctorate	2,158.9	0.6%

Part I and C: Teachers with Emergency/Provisional Credentials Highly Qualified (H) 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.

**All Campuses
Core Academic Subject Areas**

	General Education	Special Education	Total
Total Number of Teachers			
Total Number of Classes			
Number of Classes Taught by Highly Qualified Teachers			
Number of Classes Taught by Not Highly Qualified Teachers			

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)		
Emergency (for uncertified personnel)		
Non-renewable		
Temporary Classroom Assignment		
District Teaching		
Temporary		

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

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

**High Poverty Campuses
Core Academic Subject Areas**

	General Education	Special Education	Total
Total Number of Teachers			
Total Number of Classes			
Number of Classes Taught by Highly Qualified Teachers			
Number of Classes Taught by Not Highly Qualified Teachers			

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)		
Emergency (for uncertified personnel)		
Non-renewable		
Temporary Classroom Assignment		
District Teaching		
Temporary		

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

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

Low Poverty Campuses
Core Academic Subject Areas

	General Education	Special Education	Total
Total Number of Teachers			
Total Number of Classes			
Number of Classes Taught by Highly Qualified Teachers			
Number of Classes Taught by Not Highly Qualified Teachers			

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)		
Emergency (for uncertified personnel)		
Non-renewable		
Temporary Classroom Assignment		
District Teaching		
Temporary		

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

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

Part

Year Enrolled in Higher Education	State
21-1	
212-1	

Part

State level 21 Percentages at NAEP Achievement levels

Grade	Subject	Student Group	Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced

Grade	Subject	Student Group	Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
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State Level 21 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group
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