

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: HOUSTON CAN ACADEMY - SOUTHWEST
Campus ID: 057804012
District Name: TEXANS CAN ACADEMIES

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.

				African		American		Pacific		Two or More Special Econ Disadv	ELL	Female	Male	Migrant			
				State	District	Campus	American	Hispanic	White						Indian	Asian	Islander
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	29%	20%	27%	11%	*	*	*	-	*	*	19%	* 22%	18%	-	
English II	2017	64%	36%	38%	40%	37%	*	*	*	-	-	*	35%	* 44%	32%	-	
Algebra I	2017	81%	56%	42%	50%	39%	*	*	*	-	-	*	38%	30% 48%	37%	-	
Biology	2017	85%	62%	44%	40%	49%	*	-	-	-	*	*	45%	28% 48%	42%	-	
U.S. History	2017	91%	77%	81%	86%	79%	*	*	*	-	-	*	76%	47% 83%	79%	-	
All Grades																	
All Subjects	2017	74%	49%	41%	44%	39%	*	*	56%	-	*	*	39%	20% 46%	37%	-	
Reading	2017	71%	33%	29%	34%	25%	*	*	*	-	*	*	28%	* 35%	25%	-	
Mathematics	2017	78%	56%	42%	50%	39%	*	*	*	-	-	*	38%	30% 48%	37%	-	
Science	2017	78%	62%	44%	40%	49%	*	-	-	-	*	*	45%	28% 48%	42%	-	
Social Studies	2017	76%	77%	81%	86%	79%	*	*	*	-	-	*	76%	47% 83%	79%	-	
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	10%	11%	10%	*	*	0%	-	*	*	10%	1% 9%	11%	-	
Reading	2017	43%	11%	9%	13%	7%	*	*	*	-	*	*	9%	* 10%	9%	-	
Mathematics	2017	45%	8%	0%	0%	0%	*	*	*	-	-	*	0%	0% 0%	0%	-	
Science	2017	48%	12%	2%	4%	0%	*	-	-	-	*	*	2%	0% 4%	0%	-	
Social Studies	2017	48%	24%	36%	24%	43%	*	*	*	-	-	*	31%	7% 23%	47%	-	
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	2%	1%	2%	*	*	0%	-	*	*	2%	0% 0%	4%	-	
Reading	2017	18%	0%	1%	1%	1%	*	*	*	-	*	*	1%	* 0%	2%	-	
Mathematics	2017	21%	1%	0%	0%	0%	*	*	*	-	-	*	0%	0% 0%	0%	-	
Science	2017	19%	0%	0%	0%	0%	*	-	-	-	*	*	0%	0% 0%	0%	-	
Social Studies	2017	26%	5%	11%	5%	13%	*	*	*	-	-	*	9%	0% 3%	18%	-	
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	97%	97%	97%	100%	100%	100%	-	*	100%	97%	98%	98%	97%	-
Reading	2017	99%	99%	97%	98%	97%	100%	*	100%	-	*	100%	98%	97%	98%	96%	-
Mathematics	2017	100%	99%	97%	97%	97%	*	*	*	-	-	100%	97%	100%	96%	98%	-
Science	2017	99%	99%	94%	93%	95%	*	-	-	-	*	100%	92%	100%	93%	95%	-

Social Studies 2017 98% 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	2017	98%	97%	100%	100%	*	*	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	50%	60%	*	*	-	-	-	-	50%	43%	*	*	33%	-
% STAAR/EOC With Accommodations	2017	73%	71%	50%	40%	*	*	-	-	-	-	50%	57%	*	*	67%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	*	*	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2017	2%	3%	0%	0%	*	*	-	-	-	-	0%	0%	*	*	0%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%		*	*	*	-	-	-	100%	100%	*	*	*	-
% STAAR/EOC With No Accommodations	2017	12%	27%	29%		*	*	*	-	-	-	29%	29%	*	*	*	-
% STAAR/EOC With Accommodations	2017	74%	73%	71%		*	*	*	-	-	-	71%	71%	*	*	*	-
% STAAR Alternate 2	2017	13%	0%	0%		*	*	*	-	-	-	0%	0%	*	*	*	-
% of Non-Participants	2017	1%	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	N	N	N						N		N	n/a	0	5	0
Mathematics	N	N	N						N			n/a	0	4	0
Writing												n/a	0	0	
Science	N		N						N			n/a	0	3	0
Social Studies	Y		Y						Y			n/a	3	3	100
Total													3	15	20
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a		4	4	100
Total													9	9	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target											n/a		0	0	
Met															
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number	n/a														
Proficient															
Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1%	n/a														
Number	n/a														
Proficient															
Total Federal	n/a														
Cap Limit															
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	ELL (Ever HS)	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total													12	24	50

+ 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	64	29	32	*	-	*	-	*	50	*	*	n/a
Total Tests	207	82	118	*	-	*	-	*	167	*	*	*
% at Approaches Grade Level Standard	31%	35%	27%	*	-	*	-	*	30%	*	*	n/a
Mathematics												
# at Approaches Grade Level Standard	29	15	**	*	-	-	-	-	23	*	5	n/a
Total Tests	70	28	**	*	-	-	-	-	55	*	11	11
% at Approaches Grade Level Standard	41%	54%	35%	*	-	-	-	-	42%	*	45%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	25	9	15	*	-	-	-	*	22	*	5	n/a
Total Tests	54	22	30	*	-	-	-	*	44	*	13	13
% at Approaches Grade Level Standard	46%	41%	50%	*	-	-	-	*	50%	*	38%	n/a
Social Studies												
# at Approaches Grade Level Standard	53	16	35	*	-	*	-	-	40	*	6	n/a
Total Tests	62	19	41	*	-	*	-	-	48	*	9	9
% at Approaches Grade Level Standard	85%	84%	85%	*	-	*	-	-	83%	*	67%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	293	102	175	6	*	6	-	*	213	10	n/a	76
Total Students	301	104	181	6	*	6	-	*	217	10	n/a	78
Participation Rate	97%	98%	97%	100%	*	100%	-	*	98%	100%	n/a	97%
Mathematics: 2016-2017 Assessments												
Number Participating	93	32	56	*	*	*	-	-	65	7	n/a	20
Total Students	96	33	58	*	*	*	-	-	67	7	n/a	20
Participation Rate	97%	97%	97%	*	*	*	-	-	97%	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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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

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

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 Percent	State Percent
	Number	Percent		
No Degree	1.0	8.3%	0.4%	1.2%
Bachelors	5.9	50.1%	73.8%	74.5%
Masters	4.9	41.6%	25.9%	23.6%
Doctorate	0.0	0.0%	0.0%	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
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	Subject	Student Group	%
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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
District Name: TEXANS CAN ACADEMIES
District ID: 057804

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	Region		African		American		Pacific		Two or		Special		Econ		ELL	Female	Male	Migrant
			10	District	American	Hispanic	White	Indian	Asian	Islander	More	Races	Ed	Disadv						
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																				
End of Course	English I	2017	61%	63%	29%	29%	29%	42%	*	*	*	29%	7%	30%	20%	32%	27%	*		
		2016	63%	65%	34%	35%	34%	48%	*	*	*	*	9%	35%	23%	42%	29%	*		
English II	2017	64%	66%	36%	32%	37%	62%	*	*	*	47%	12%	36%	20%	41%	31%	*			
	2016	66%	68%	36%	31%	38%	35%	*	*	-	*	9%	36%	23%	41%	31%	*			
Algebra I	2017	81%	81%	56%	52%	57%	52%	50%	42%	*	47%	37%	58%	57%	61%	51%	*			
	2016	76%	76%	51%	47%	53%	64%	*	47%	*	*	21%	52%	51%	55%	48%	*			
Biology	2017	85%	86%	62%	61%	63%	77%	*	*	-	38%	44%	64%	53%	64%	60%	*			
	2016	86%	87%	66%	61%	68%	81%	*	*	*	*	36%	67%	60%	70%	63%	-			
U.S. History	2017	91%	92%	77%	70%	80%	85%	*	63%	*	80%	54%	77%	63%	77%	78%	*			
	2016	90%	91%	74%	70%	76%	85%	*	47%	*	*	39%	75%	65%	73%	76%	*			
All Grades																				
All Subjects	2017	74%	75%	49%	46%	50%	62%	32%	38%	71%	46%	28%	50%	39%	53%	45%	64%			
	2016	74%	75%	50%	46%	52%	60%	54%	34%	*	47%	22%	51%	41%	55%	46%	46%			
Reading	2017	71%	72%	33%	31%	33%	53%	*	21%	*	36%	9%	33%	20%	37%	29%	*			
	2016	72%	73%	35%	33%	36%	41%	*	21%	*	*	9%	35%	23%	41%	30%	*			
Mathematics	2017	78%	79%	56%	52%	57%	52%	50%	42%	*	47%	37%	58%	57%	61%	51%	*			
	2016	75%	76%	51%	47%	53%	64%	*	47%	*	*	21%	52%	51%	55%	48%	*			
Science	2017	78%	79%	62%	61%	63%	77%	*	*	-	38%	44%	64%	53%	64%	60%	*			
	2016	77%	79%	66%	61%	68%	81%	*	*	*	*	36%	67%	60%	70%	63%	-			
Social Studies	2017	76%	78%	77%	70%	80%	85%	*	63%	*	80%	54%	77%	63%	77%	78%	*			
	2016	76%	79%	74%	70%	76%	85%	*	47%	*	*	39%	75%	65%	73%	76%	*			
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																				
All Grades																				
All Subjects	2017	44%	47%	13%	11%	14%	24%	5%	10%	43%	20%	4%	13%	6%	14%	12%	29%			
	2016	42%	45%	11%	9%	12%	20%	0%	5%	*	11%	2%	11%	6%	12%	10%	15%			
Reading	2017	43%	46%	11%	9%	12%	23%	*	7%	*	14%	3%	11%	5%	14%	9%	*			
	2016	42%	45%	10%	8%	11%	15%	*	3%	*	*	2%	10%	5%	13%	8%	*			
Mathematics	2017	45%	47%	8%	6%	9%	4%	10%	0%	*	13%	3%	9%	7%	10%	6%	*			
	2016	40%	43%	6%	5%	6%	11%	*	7%	*	*	1%	6%	5%	6%	6%	*			
Science	2017	48%	50%	12%	11%	12%	31%	*	*	-	13%	5%	13%	6%	12%	12%	*			
	2016	44%	47%	10%	10%	9%	23%	*	*	*	*	3%	10%	6%	12%	8%	-			
Social Studies	2017	48%	51%	24%	19%	25%	42%	*	19%	*	47%	9%	22%	10%	20%	27%	*			
	2016	45%	49%	19%	15%	20%	35%	*	13%	*	*	4%	18%	10%	15%	23%	*			
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																				
All Grades																				
All Subjects	2017	19%	22%	1%	1%	1%	5%	0%	3%	14%	7%	0%	1%	0%	1%	1%	0%			
	2016	17%	19%	1%	0%	1%	3%	0%	1%	*	0%	0%	1%	0%	1%	1%	0%			
Reading	2017	18%	20%	0%	0%	0%	2%	*	0%	*	3%	0%	0%	0%	0%	0%	*			
	2016	16%	18%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	*			
Mathematics	2017	21%	24%	1%	1%	1%	0%	0%	0%	*	7%	0%	1%	1%	1%	1%	*			
	2016	17%	20%	1%	1%	1%	2%	*	7%	*	*	0%	1%	1%	1%	1%	*			

		Region		African			American			Two or		Special	Econ	ELL	Female	Male	Migrant
		State	10	District	American	Hispanic	White	Indian	Asian	Pacific	More	Ed	Disadv				
Science	2017	19%	21%	0%	0%	1%	0%	*	*	-	0%	0%	0%	0%	0%	0%	*
	2016	15%	18%	0%	0%	0%	0%	*	*	*	*	0%	0%	0%	1%	0%	-
Social Studies	2017	26%	29%	5%	3%	5%	19%	*	13%	*	27%	1%	4%	1%	4%	6%	*
	2016	21%	25%	2%	1%	3%	9%	*	0%	*	*	0%	2%	2%	1%	4%	*

STAAR Participation (All Grades)

All Tests	2017	99%	99%	99%	99%	99%	99%	97%	99%	100%	97%	99%	99%	99%	99%	99%	100%
	2016	99%	99%	99%	99%	99%	100%	100%	100%	*	95%	99%	99%	99%	99%	99%	100%
Reading	2017	99%	99%	99%	99%	99%	98%	100%	97%	*	95%	99%	99%	99%	99%	99%	100%
	2016	99%	99%	99%	99%	99%	100%	100%	100%	*	88%	99%	99%	99%	99%	99%	100%
Mathematics	2017	100%	99%	99%	99%	99%	100%	100%	100%	*	100%	100%	99%	99%	99%	99%	*
	2016	100%	99%	99%	99%	99%	100%	*	100%	*	100%	98%	99%	99%	99%	99%	*
Science	2017	99%	98%	99%	98%	99%	100%	100%	100%	-	100%	99%	99%	99%	99%	99%	*
	2016	99%	98%	99%	99%	99%	100%	*	100%	*	*	97%	99%	98%	99%	99%	-
Social Studies	2017	98%	97%	99%	99%	100%	100%	83%	100%	*	94%	99%	99%	100%	100%	99%	*
	2016	98%	97%	99%	100%	99%	100%	*	100%	*	*	99%	99%	99%	99%	99%	*

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

Reading Tests																	
% of Participants	2017	98%	98%	97%	99%	95%	100%	100%	*	-	100%	97%	97%	88%	97%	97%	*
% STAAR/EOC With No Accommodations	2017	13%	15%	25%	28%	23%	53%	17%	*	-	17%	25%	25%	20%	29%	23%	*
% STAAR/EOC With Accommodations	2017	73%	72%	71%	72%	72%	47%	83%	*	-	83%	71%	72%	68%	68%	73%	*
% STAAR Alternate 2	2017	12%	11%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%	*
% of Non-Participants	2017	2%	2%	3%	1%	5%	0%	0%	*	-	0%	3%	3%	12%	3%	3%	*
Mathematics Tests																	
% of Participants	2017	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	14%	27%	32%	24%	33%	*	*	-	*	27%	28%	20%	27%	27%	-
% STAAR/EOC With Accommodations	2017	74%	72%	73%	68%	76%	67%	*	*	-	*	73%	72%	80%	73%	73%	-
% STAAR Alternate 2	2017	13%	12%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	1%	0%	0%	0%	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	N	N	N	Y					N	N	N	n/a	1	7	14
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing												n/a	0	0	
Science	Y	Y	Y						Y	N	Y	n/a	5	6	83
Social Studies	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Total													18	27	67
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			

	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
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y	n/a	Y	9	9	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target	N	N	N	Y					N	Y	n/a	Y	3	7	43
Met															
Reason Code ***				c						c		c			
Total													3	7	43
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1% Number	Y														
Proficient Total Federal	*														
Cap Limit															
Mathematics															
Alternate 1% Number	Y														
Proficient Total Federal	*														
Cap Limit															
Total													1	1	100
Overall Total													38	51	75

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)
 * Indicates results are masked due to small numbers to protect student confidentiality.
 *** 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	1,582	468	1,047	54	*	*	*	7	1,367	43	272	n/a
Total Tests	4,216	1,351	2,738	85	*	*	*	14	3,744	409	1,041	1,017
% at Approaches Grade Level Standard	38%	35%	38%	64%	*	*	*	50%	37%	11%	26%	n/a
Mathematics												
# at Approaches Grade Level Standard	864	290	546	17	*	*	-	5	774	77	211	n/a
Total Tests	1,352	468	841	25	*	*	-	5	1,208	178	327	316
% at Approaches Grade Level Standard	64%	62%	65%	68%	*	*	-	100%	64%	43%	65%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	722	216	483	18	*	*	-	*	648	76	174	n/a
Total Tests	1,035	329	678	19	*	*	-	*	929	161	282	278
% at Approaches Grade Level Standard	70%	66%	71%	95%	*	*	-	*	70%	47%	62%	n/a
Social Studies												
# at Approaches Grade Level Standard	1,325	357	927	25	*	6	*	5	1,132	95	239	n/a
Total Tests	1,666	493	1,125	28	*	10	*	5	1,442	168	344	324
% at Approaches Grade Level Standard	80%	72%	82%	89%	*	60%	*	100%	79%	57%	69%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	6,607	2,009	4,350	141	**	32	*	37	5,200	646	n/a	1,695
Total Students	6,688	2,034	4,399	144	**	33	*	39	5,251	650	n/a	1,704
Participation Rate	99%	99%	99%	98%	100%	97%	*	95%	99%	99%	n/a	99%
Mathematics: 2016-2017 Assessments												
Number Participating	2,378	793	1,491	51	**	12	*	15	1,802	289	n/a	571

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Total Students	2,397	799	1,504	51	**	12	*	15	1,815	289	n/a	575
Participation Rate	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	n/a	99%

* 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	1,348	383	899	47	**	7	*	9	1,227	153	276	n/a
Total in Class	2,771	867	1,782	83	**	12	*	21	2,390	240	572	363
Graduation Rate	48.6%	44.2%	50.4%	56.6%	60.0%	58.3%	*	42.9%	51.3%	63.8%	48.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	1,085	308	729	41	*	5	*	*	990	130	198	n/a
Total in Class	2,400	751	1,547	86	*	9	*	*	2,093	242	473	308
Graduation Rate	45.2%	41.0%	47.1%	47.7%	*	55.6%	*	*	47.3%	53.7%	41.9%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	1,491	429	998	56	*	6	-	*	1,352	171	281	n/a
Total in Class	2,409	742	1,565	85	*	11	-	*	2,085	266	473	331
Graduation Rate	61.9%	57.8%	63.8%	65.9%	*	54.5%	-	*	64.8%	64.3%	59.4%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	*											
Total Federal Cap Limit	*											
Mathematics												
Number Proficient	*											
Total Federal Cap Limit	*											

* 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

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.

Results available at campus level only.

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.

Results available at campus level only.

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.

	District		State	
	Number	Percent	Number	Percent
No Degree	1.0	0.4%	4,333.3	1.2%
Bachelors	189.9	73.8%	262,745.0	74.5%
Masters	66.6	25.9%	83,426.6	23.6%
Doctorate	0.0	0.0%	2,251.2	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

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

Report Not Required

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.

Year Enrolled in Higher Education	District	Region 10	State
2014-15	15.0%	55.6%	56.1%
2013-14	15.7%	56.8%	57.5%

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
	American Indian		n/a	n/a	n/a	n/a
	Asian		3	97	82	36
	Black		24	76	29	2

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	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
	Mathematics	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
		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

Texas Education Agency
2016-17 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 2016-17 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
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)															
Grade 3															
Reading	2017	72%	60%	67%	83%	72%	88%	74%	78%	45%	64%	63%	75%	69%	56%
	2016	72%	60%	67%	83%	70%	88%	76%	81%	45%	64%	62%	75%	69%	54%
Mathematics	2017	76%	63%	73%	85%	75%	93%	77%	80%	51%	70%	72%	77%	76%	64%
	2016	74%	59%	71%	84%	71%	91%	75%	80%	48%	67%	69%	74%	74%	63%
Grade 4															
Reading	2017	69%	56%	65%	81%	68%	87%	68%	77%	40%	61%	57%	72%	66%	53%
	2016	74%	64%	69%	84%	75%	89%	76%	81%	41%	66%	61%	78%	70%	59%
Mathematics	2017	74%	59%	72%	84%	74%	92%	73%	79%	45%	68%	68%	75%	74%	64%
	2016	72%	56%	69%	82%	73%	91%	74%	77%	42%	65%	65%	72%	72%	61%
Writing	2017	64%	53%	60%	72%	61%	85%	67%	70%	33%	56%	54%	69%	58%	48%
	2016	68%	59%	64%	78%	66%	86%	69%	75%	36%	60%	57%	74%	63%	54%
Grade 5															
Reading	2017	81%	71%	77%	89%	80%	92%	83%	86%	48%	74%	68%	82%	79%	67%
	2016	80%	70%	76%	89%	79%	92%	81%	87%	45%	73%	65%	83%	77%	63%
Mathematics	2017	86%	76%	84%	92%	85%	96%	90%	89%	62%	82%	79%	87%	85%	78%
	2016	85%	73%	83%	91%	84%	96%	86%	88%	55%	80%	78%	86%	83%	75%
Science	2017	73%	59%	68%	84%	74%	89%	75%	80%	44%	65%	57%	72%	73%	59%
	2016	73%	57%	69%	84%	73%	90%	72%	79%	42%	65%	58%	71%	74%	59%
Grade 6															
Reading	2017	67%	58%	60%	81%	67%	88%	68%	77%	31%	57%	38%	71%	63%	44%
	2016	68%	57%	61%	82%	67%	89%	69%	78%	31%	58%	40%	72%	65%	47%
Mathematics	2017	75%	64%	70%	86%	75%	94%	80%	82%	46%	67%	58%	75%	75%	57%
	2016	71%	57%	67%	83%	72%	93%	73%	78%	39%	63%	54%	72%	71%	56%
Grade 7															
Reading	2017	72%	61%	67%	83%	71%	90%	72%	80%	33%	63%	41%	76%	68%	54%
	2016	69%	59%	63%	82%	67%	89%	73%	78%	30%	60%	34%	74%	65%	48%
Mathematics	2017	68%	55%	64%	80%	67%	92%	70%	75%	36%	60%	46%	70%	66%	55%
	2016	68%	54%	62%	80%	65%	91%	72%	76%	32%	59%	42%	69%	66%	54%
Writing	2017	68%	58%	63%	79%	65%	89%	71%	76%	27%	59%	38%	76%	61%	50%
	2016	68%	58%	61%	80%	65%	89%	75%	77%	27%	58%	33%	75%	61%	51%
Grade 8															
Reading	2017	84%	78%	80%	92%	84%	93%	86%	91%	45%	78%	55%	88%	81%	68%
	2016	85%	79%	82%	93%	84%	94%	85%	91%	44%	80%	56%	89%	82%	70%
Mathematics	2017	84%	75%	82%	90%	84%	95%	85%	88%	51%	79%	70%	86%	82%	75%
	2016	80%	71%	77%	87%	78%	93%	86%	85%	41%	75%	62%	83%	77%	71%
Science	2017	74%	63%	69%	86%	74%	92%	76%	83%	39%	66%	44%	75%	74%	56%
	2016	73%	61%	68%	84%	74%	91%	79%	81%	35%	65%	42%	74%	72%	56%
Social Studies	2017	62%	50%	55%	75%	61%	87%	64%	72%	30%	51%	29%	61%	63%	41%
	2016	62%	51%	54%	75%	63%	87%	68%	72%	28%	51%	28%	60%	63%	41%
End of Course															
English I	2017	61%	51%	56%	76%	59%	82%	64%	74%	22%	52%	25%	68%	56%	42%
	2016	63%	54%	57%	76%	60%	83%	65%	74%	25%	55%	28%	71%	56%	46%
English II	2017	64%	53%	59%	79%	61%	81%	62%	76%	23%	55%	24%	70%	59%	45%
	2016	66%	56%	60%	80%	64%	82%	65%	78%	26%	57%	25%	72%	60%	45%
Algebra I	2017	81%	71%	79%	88%	77%	96%	81%	86%	45%	76%	64%	85%	77%	73%

		Two or More Special Econ													
		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
Biology	2016	76%	65%	73%	85%	71%	94%	76%	82%	38%	70%	56%	80%	72%	65%
	2017	85%	78%	82%	93%	84%	95%	84%	92%	53%	80%	61%	88%	82%	73%
U.S. History	2016	86%	80%	83%	93%	82%	95%	85%	92%	52%	81%	62%	89%	83%	73%
	2017	91%	85%	89%	95%	90%	96%	90%	95%	60%	87%	69%	91%	91%	79%
All Grades All Subjects	2016	74%	63%	70%	84%	73%	90%	75%	81%	41%	66%	55%	77%	71%	59%
	2017	74%	63%	69%	84%	72%	90%	76%	81%	39%	66%	54%	76%	71%	58%
Reading	2016	71%	60%	66%	83%	69%	88%	71%	80%	34%	62%	48%	75%	67%	52%
	2017	72%	62%	66%	83%	70%	88%	73%	81%	35%	63%	49%	76%	67%	52%
Mathematics	2016	78%	66%	75%	86%	77%	94%	79%	83%	48%	72%	67%	79%	77%	67%
	2017	75%	62%	72%	85%	73%	93%	77%	81%	42%	68%	63%	77%	74%	64%
Writing	2016	66%	55%	61%	76%	63%	87%	69%	73%	30%	57%	48%	72%	60%	49%
	2017	68%	59%	63%	79%	65%	88%	72%	76%	32%	59%	48%	75%	62%	52%
Science	2016	78%	67%	73%	88%	78%	92%	79%	85%	46%	70%	55%	78%	77%	64%
	2017	77%	67%	73%	87%	77%	92%	79%	84%	44%	70%	55%	78%	77%	64%
Social Studies	2016	76%	68%	72%	85%	76%	91%	77%	83%	45%	68%	45%	76%	77%	62%
	2017	76%	69%	71%	85%	77%	90%	81%	83%	42%	68%	44%	76%	76%	63%

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

		Two or More Special Econ													
		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
All Grades All Subjects	2016	44%	31%	37%	58%	43%	75%	46%	54%	21%	33%	22%	46%	42%	26%
	2017	42%	29%	35%	56%	40%	72%	44%	52%	19%	31%	20%	44%	40%	23%
Reading	2016	43%	31%	36%	59%	42%	71%	44%	55%	19%	32%	19%	48%	39%	23%
	2017	42%	30%	34%	58%	40%	70%	43%	54%	18%	30%	18%	47%	38%	21%
Mathematics	2016	45%	30%	39%	58%	43%	80%	47%	52%	23%	35%	30%	46%	44%	30%
	2017	40%	25%	34%	53%	38%	76%	42%	49%	20%	30%	24%	41%	40%	25%
Writing	2016	36%	25%	29%	47%	32%	67%	38%	44%	18%	26%	19%	41%	30%	20%
	2017	39%	29%	32%	52%	36%	69%	42%	48%	19%	29%	21%	46%	33%	22%
Science	2016	48%	34%	40%	64%	47%	77%	48%	59%	22%	37%	20%	48%	49%	27%
	2017	44%	31%	37%	59%	43%	74%	45%	55%	19%	33%	17%	44%	45%	25%
Social Studies	2016	48%	37%	41%	62%	47%	75%	50%	59%	22%	37%	14%	46%	51%	29%
	2017	45%	34%	37%	58%	47%	72%	49%	55%	20%	33%	12%	41%	48%	26%

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

		Two or More Special Econ													
		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
All Grades All Subjects	2016	19%	11%	14%	29%	17%	48%	19%	27%	7%	12%	8%	20%	18%	8%
	2017	17%	9%	12%	26%	15%	45%	17%	24%	6%	10%	6%	18%	16%	6%
Reading	2016	18%	10%	13%	28%	17%	43%	17%	27%	6%	11%	7%	21%	16%	6%
	2017	16%	9%	11%	26%	14%	41%	16%	25%	5%	9%	6%	19%	14%	5%
Mathematics	2016	21%	11%	16%	30%	19%	58%	22%	27%	8%	14%	12%	21%	21%	11%
	2017	17%	8%	13%	26%	16%	53%	19%	24%	6%	10%	8%	17%	18%	8%
Writing	2016	11%	6%	7%	16%	9%	34%	11%	15%	5%	6%	4%	14%	8%	4%
	2017	14%	8%	10%	20%	12%	38%	15%	19%	6%	8%	6%	18%	10%	5%
Science	2016	19%	9%	13%	29%	17%	48%	19%	27%	6%	11%	5%	18%	19%	7%
	2017	15%	7%	10%	25%	14%	42%	16%	22%	5%	8%	3%	15%	16%	5%
Social Studies	2016	26%	17%	19%	39%	25%	56%	26%	37%	8%	16%	4%	24%	29%	11%
	2017	21%	13%	15%	32%	21%	48%	21%	30%	6%	13%	3%	18%	24%	8%

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2017	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Reading	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2017	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%

Mathematics	2017	100%	99%	100%	100%	99%	100%	100%	100%	99%	99%	100%	100%	99%	99%
	2016	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	100%	100%	99%	99%
Writing	2017	100%	100%	100%	99%	99%	100%	99%	99%	99%	100%	100%	100%	100%	100%
	2016	99%	99%	100%	99%	99%	99%	99%	99%	99%	100%	100%	99%	99%	100%
Science	2017	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2016	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
Social Studies	2017	98%	98%	98%	98%	98%	99%	98%	98%	98%	98%	98%	98%	98%	98%
	2016	98%	98%	98%	99%	98%	99%	98%	98%	98%	98%	98%	98%	98%	98%

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

Reading Tests															
% of Participants	2017	98%	98%	97%	98%	98%	98%	98%	99%	98%	98%	96%	98%	98%	96%
% STAAR/EOC With No Accommodations	2017	13%	13%	11%	16%	14%	20%	11%	17%	13%	11%	8%	12%	13%	7%
% STAAR/EOC With Accommodations	2017	73%	74%	75%	71%	74%	55%	69%	71%	73%	75%	81%	75%	73%	81%
% STAAR Alternate 2	2017	12%	12%	12%	10%	10%	23%	17%	10%	12%	12%	7%	11%	12%	8%
% of Non-Participants	2017	2%	2%	3%	2%	2%	2%	2%	1%	2%	2%	4%	2%	2%	4%
Mathematics Tests															
% of Participants	2017	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%	99%	99%	99%	99%
% STAAR/EOC With No Accommodations	2017	12%	11%	10%	16%	12%	20%	9%	16%	12%	10%	7%	11%	13%	7%
% STAAR/EOC With Accommodations	2017	74%	74%	76%	72%	75%	55%	70%	72%	74%	76%	83%	76%	73%	83%
% STAAR Alternate 2	2017	13%	13%	13%	11%	11%	24%	18%	11%	13%	13%	8%	12%	13%	10%
% of Non-Participants	2017	1%	1%	1%	1%	2%	1%	2%	1%	1%	1%	1%	1%	1%	1%

** Indicates results are masked due to small numbers to protect student confidentiality.
 'L' 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	Y	Y	Y	Y	N	N	n/a	9	11	82
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	n/a	10	11	91
Writing	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	n/a	7	11	64
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	n/a	10	11	91
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	n/a	9	11	82
Total													45	55	82
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	11	11	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	Y	11	11	100
Total													22	22	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target	Y	N	Y	Y	Y	Y	Y	Y	Y	N	n/a	N	8	11	73
Met															
Reason Code ***	b		c	a	c	a	d	a	c						
Total													8	11	73
District: Met Federal Limits on Alternative Assessments															
Reading Alternate 1%	Y														
	34933														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Number Graduated	312,605	39,404	150,564	102,120	1,219	13,188	419	5,691	153,120	22,637	19,974	n/a
Total in Class	350,684	46,151	173,265	109,346	1,395	13,781	476	6,270	178,148	29,071	27,110	19,715
Graduation Rate	89.1%	85.4%	86.9%	93.4%	87.4%	95.7%	88.0%	90.8%	86.0%	77.9%	73.7%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	302,262	37,951	142,404	102,000	1,283	12,822	480	5,322	144,957	22,703	17,962	n/a
Total in Class	339,626	44,533	164,646	109,200	1,486	13,444	541	5,776	169,386	29,045	24,513	18,037
Graduation Rate	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	85.6%	78.2%	73.3%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	309,334	38,997	146,801	103,361	1,314	12,959	494	5,408	149,427	24,014	19,263	n/a
Total in Class	338,913	44,414	164,233	109,052	1,484	13,428	542	5,760	168,922	29,153	24,324	17,954
Graduation Rate	91.3%	87.8%	89.4%	94.8%	88.5%	96.5%	91.1%	93.9%	88.5%	82.4%	79.2%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	34,933											
Total Federal Cap Limit	35,790											
Mathematics												
Number Proficient	32,170											
Total Federal Cap Limit	28,645											
* 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

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.

Results available at campus level only.

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.

Results available at campus level only.

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.

	----- State -----	
	Number	Percent
No Degree	4,333.3	1.2%
Bachelors	262,745.0	74.5%
Masters	83,426.6	23.6%
Doctorate	2,251.2	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.

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency	759	310
Non-renewable	52	29
District Teaching		4

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency	372	83
Non-renewable	25	4
District Teaching		

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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Emergency	93	42
Non-renewable	2	7
District Teaching		

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.

Year Enrolled in Higher Education	State
2014-15	56.1%
2013-14	57.5%

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

Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
	Mathematics	Students with Disabilities	71	29	11	2	
		English Language Learners	59	41	12	2	
		National School Lunch Program	46	54	20	3	
		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