

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%			
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
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 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.

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

		All Grades All Subjects Reading Mathematics Writing Science Social Studies													
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)

		All Grades All Subjects Reading Mathematics Writing Science Social Studies													
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%				
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 (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Number Proficient														
Total Federal	35790													
Cap Limit														
Mathematics Alternate 1% Number	N													
Proficient Total Federal	28645													
Cap Limit														
Total												0	1	0
Overall Total												75	89	84

+ 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	2,373,473	254,801	1,179,862	752,667	7,981	119,930	3,255	54,829	1,251,704	114,353	404,656	n/a
Total Tests	3,295,150	415,939	1,760,301	902,082	11,212	132,890	4,443	68,082	1,968,825	327,469	708,422	575,577
% at Approaches Grade Level Standard	72%	61%	67%	83%	71%	90%	73%	81%	64%	35%	57%	n/a
Mathematics												
# at Approaches Grade Level Standard	2,093,159	226,305	1,075,780	634,705	7,029	98,766	2,893	47,573	1,169,721	130,919	446,115	n/a
Total Tests	2,639,823	333,195	1,406,400	727,481	8,904	103,418	3,531	56,744	1,598,664	269,470	607,993	490,655
% at Approaches Grade Level Standard	79%	68%	76%	87%	79%	96%	82%	84%	73%	49%	73%	n/a
Writing												
# at Approaches Grade Level Standard	512,435	52,767	251,056	164,833	1,592	28,813	709	12,644	267,445	22,387	103,223	n/a
Total Tests	764,396	93,344	403,483	214,840	2,469	32,134	1,000	17,096	459,064	73,516	182,191	146,011
% at Approaches Grade Level Standard	67%	57%	62%	77%	64%	90%	71%	74%	58%	30%	57%	n/a
Science												
# at Approaches Grade Level Standard	921,097	100,069	459,515	290,970	3,211	45,543	1,318	20,431	487,869	54,439	144,594	n/a
Total Tests	1,166,745	145,600	614,495	328,751	4,024	48,414	1,637	23,769	680,013	116,675	225,211	175,594
% at Approaches Grade Level Standard	79%	69%	75%	89%	80%	94%	81%	86%	72%	47%	64%	n/a
Social Studies												
# at Approaches Grade Level Standard	571,187	63,351	277,656	185,952	1,984	29,484	787	11,922	279,828	30,148	51,763	n/a
Total Tests	738,330	91,720	381,132	215,931	2,558	31,691	1,000	14,243	403,806	66,417	97,275	76,843
% at Approaches Grade Level Standard	77%	69%	73%	86%	78%	93%	79%	84%	69%	45%	53%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	3,501,665	449,722	1,874,396	942,857	12,215	143,252	4,879	72,079	2,098,514	348,644	n/a	657,866
Total Students	3,522,895	453,526	1,885,137	948,574	12,331	143,537	4,909	72,539	2,112,061	352,064	n/a	660,166
Participation Rate	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	2,794,142	361,201	1,485,794	761,426	9,690	110,727	3,895	60,216	1,693,892	285,451	n/a	540,729
Total Students	2,807,473	363,421	1,492,763	765,005	9,746	110,935	3,912	60,480	1,702,517	287,769	n/a	543,062
Participation Rate	100%	99%	100%	100%	99%	100%	100%	100%	99%	99%	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												

	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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: AUSTIN CAN ACADEMY
Campus ID: 057804006
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					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%	26%	20%	*	*	*	-	*	13%	20%	11%	21%	20%	-
	2016	63%	34%	27%	24%	29%	*	-	*	*	-	*	28%	19%	36%	21%	-
English II	2017	64%	36%	34%	22%	37%	*	*	*	-	*	14%	33%	16%	39%	30%	-
	2016	66%	36%	34%	32%	35%	*	-	*	-	-	*	36%	15%	42%	26%	-
Algebra I	2017	81%	56%	44%	52%	43%	*	*	*	-	*	42%	44%	41%	49%	40%	-
	2016	76%	51%	53%	49%	54%	*	-	*	*	-	33%	55%	45%	58%	49%	-
Biology	2017	85%	62%	55%	68%	53%	*	*	*	-	*	38%	57%	45%	55%	55%	-
	2016	86%	66%	61%	59%	62%	*	-	*	*	-	28%	63%	52%	65%	57%	-
U.S. History	2017	91%	77%	75%	65%	77%	*	-	*	-	*	45%	74%	55%	74%	76%	-
	2016	90%	74%	74%	68%	76%	*	-	*	-	-	43%	74%	56%	77%	70%	-
All Grades																	
All Subjects	2017	74%	49%	43%	45%	43%	55%	*	*	-	*	28%	43%	29%	47%	40%	-
	2016	74%	50%	48%	45%	49%	38%	-	33%	*	-	23%	49%	35%	55%	42%	-
Reading	2017	71%	33%	27%	24%	28%	*	*	*	-	*	13%	26%	13%	30%	24%	-
	2016	72%	35%	31%	28%	32%	*	-	*	*	-	9%	32%	18%	39%	23%	-
Mathematics	2017	78%	56%	44%	52%	43%	*	*	*	-	*	42%	44%	41%	49%	40%	-
	2016	75%	51%	53%	49%	54%	*	-	*	*	-	33%	55%	45%	58%	49%	-
Science	2017	78%	62%	55%	68%	53%	*	*	*	-	*	38%	57%	45%	55%	55%	-
	2016	77%	66%	61%	59%	62%	*	-	*	*	-	28%	63%	52%	65%	57%	-
Social Studies	2017	76%	77%	75%	65%	77%	*	-	*	-	*	45%	74%	55%	74%	76%	-
	2016	76%	74%	74%	68%	76%	*	-	*	-	-	43%	74%	56%	77%	70%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	9%	7%	10%	20%	*	*	-	*	3%	9%	3%	10%	9%	-
	2016	42%	11%	8%	10%	8%	3%	-	0%	*	-	0%	8%	2%	9%	7%	-
Reading	2017	43%	11%	10%	3%	11%	*	*	*	-	*	2%	10%	3%	13%	8%	-
	2016	42%	10%	9%	6%	10%	*	-	*	*	-	0%	9%	2%	14%	5%	-
Mathematics	2017	45%	8%	3%	2%	3%	*	*	*	-	*	2%	2%	2%	3%	2%	-
	2016	40%	6%	3%	4%	3%	*	-	*	*	-	0%	3%	2%	2%	4%	-
Science	2017	48%	12%	9%	11%	9%	*	*	*	-	*	3%	9%	2%	8%	10%	-
	2016	44%	10%	7%	21%	6%	*	-	*	*	-	0%	6%	1%	8%	7%	-
Social Studies	2017	48%	24%	15%	18%	14%	*	-	*	-	*	5%	13%	4%	13%	18%	-
	2016	45%	19%	13%	16%	12%	*	-	*	-	-	0%	13%	6%	9%	17%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	0%	0%	0%	0%	*	*	-	*	1%	0%	0%	0%	0%	-
	2016	17%	1%	1%	1%	1%	0%	-	0%	*	-	0%	1%	0%	1%	1%	-
Reading	2017	18%	0%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-
	2016	16%	0%	0%	0%	0%	*	-	*	*	-	0%	0%	0%	0%	0%	-

		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	21%	1%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-
	2016	17%	1%	1%	2%	0%	*	-	*	*	-	0%	1%	0%	1%	1%	-
Science	2017	19%	0%	0%	0%	0%	*	*	*	-	*	3%	0%	0%	0%	1%	-
	2016	15%	0%	0%	0%	0%	*	-	*	*	-	0%	0%	0%	0%	0%	-
Social Studies	2017	26%	5%	1%	0%	1%	*	-	*	-	*	0%	1%	0%	1%	1%	-
	2016	21%	2%	2%	2%	2%	*	-	*	-	-	0%	2%	0%	2%	2%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	99%	99%	100%	99%	100%	86%	100%	-	100%	99%	99%	99%	99%	99%	-
	2016	99%	99%	99%	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	99%	99%	99%	100%	*	100%	-	*	100%	99%	100%	100%	100%	99%	-
	2016	99%	99%	99%	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	99%	99%	99%	100%	99%	100%	*	*	-	*	100%	99%	99%	98%	99%	-
	2016	100%	99%	99%	99%	100%	99%	100%	-	*	*	-	100%	100%	99%	99%	100%	-
Science	2017	99%	99%	99%	99%	100%	99%	100%	*	*	-	*	100%	99%	99%	99%	99%	-
	2016	99%	99%	99%	100%	100%	100%	*	-	*	*	-	100%	100%	99%	99%	100%	-
Social Studies	2017	98%	99%	99%	99%	100%	99%	*	*	*	-	*	96%	98%	98%	99%	98%	-
	2016	98%	99%	99%	100%	100%	100%	-	*	-	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2017	98%	97%	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	10%	14%	9%	*	*	-	-	*	10%	11%	7%	11%	9%	-
% STAAR/EOC With Accommodations	2017	73%	71%	90%	86%	91%	*	*	-	-	*	90%	89%	93%	89%	91%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	7%	0%	10%	*	*	-	-	-	7%	5%	11%	5%	9%	-
% STAAR/EOC With Accommodations	2017	74%	73%	93%	100%	90%	*	*	-	-	-	93%	95%	89%	95%	91%	-
% STAAR Alternate 2	2017	13%	0%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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						N	N	N	n/a	0	6
Mathematics	N		N						N		N	n/a	0	4
Writing												n/a	0	0
Science	Y		Y						Y	Y	Y	n/a	4	4
Social Studies	Y		Y						Y		Y	n/a	4	4
Total													8	18
Performance Status - Federal														

	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
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/a	n/a	n/a	n/a	N		N	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											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															
Overall Total													20	30	67

+ 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	129	17	109	*	*	*	-	-	109	8	33	n/a
Total Tests	394	55	330	*	*	*	-	-	344	53	158	150
% at Approaches Grade Level Standard	33%	31%	33%	*	*	*	-	-	32%	15%	21%	n/a
Mathematics												
# at Approaches Grade Level Standard	70	14	55	-	*	*	-	-	59	14	31	n/a
Total Tests	122	17	103	-	*	*	-	-	105	23	54	50
% at Approaches Grade Level Standard	57%	82%	53%	-	*	*	-	-	56%	61%	57%	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	81	**	65	-	-	*	-	-	73	9	29	n/a
Total Tests	121	**	101	-	-	*	-	-	106	20	48	47
% at Approaches Grade Level Standard	67%	84%	64%	-	-	*	-	-	69%	45%	60%	n/a
Social Studies												
# at Approaches Grade Level Standard	121	16	102	*	-	*	-	-	102	10	30	n/a
Total Tests	157	24	128	*	-	*	-	-	134	18	48	43
% at Approaches Grade Level Standard	77%	67%	80%	*	-	*	-	-	76%	56%	63%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	691	97	570	8	*	10	-	*	576	90	n/a	274
Total Students	696	98	574	8	*	10	-	*	580	90	n/a	274
Participation Rate	99%	99%	99%	100%	*	100%	-	*	99%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	277	44	222	5	*	*	-	*	236	42	n/a	112
Total Students	280	44	225	5	*	*	-	*	239	42	n/a	113
Participation Rate	99%	100%	99%	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	-	-	-	-	-	-	-	-	-	-	-	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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	16.8	85.0%	73.8%	74.5%
Masters	3.0	15.0%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	15.3%	15.0%	56.1%
2013-14	14.3%	15.7%	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	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		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: DALLAS CAN ACADEMY AT CARROLLTON-FARMERS BRANCH
Campus ID: 057804003
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					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%	31%	47%	29%	*	*	*	-	*	*	32%	23%	31%	31%	*
	2016	63%	34%	34%	40%	33%	*	*	*	-	*	*	36%	24%	39%	32%	-
English II	2017	64%	36%	35%	47%	33%	*	*	*	-	*	*	35%	21%	38%	34%	-
	2016	66%	36%	34%	46%	33%	*	*	*	-	*	*	37%	24%	38%	30%	-
Algebra I	2017	81%	56%	59%	50%	59%	*	*	*	-	*	37%	63%	55%	70%	52%	-
	2016	76%	51%	47%	64%	45%	*	*	*	-	*	*	51%	43%	42%	50%	-
Biology	2017	85%	62%	60%	80%	57%	*	*	*	-	*	45%	64%	58%	60%	60%	-
	2016	86%	66%	55%	*	57%	*	*	*	-	*	36%	57%	50%	57%	54%	-
U.S. History	2017	91%	77%	84%	89%	84%	*	-	*	-	*	68%	82%	63%	79%	90%	-
	2016	90%	74%	78%	78%	78%	*	-	*	-	-	47%	78%	61%	78%	78%	-
All Grades																	
All Subjects	2017	74%	49%	51%	59%	50%	93%	*	58%	-	88%	30%	53%	41%	54%	49%	*
	2016	74%	50%	48%	55%	47%	46%	*	*	-	*	24%	50%	38%	51%	46%	-
Reading	2017	71%	33%	33%	47%	31%	100%	*	*	-	*	*	33%	22%	34%	32%	*
	2016	72%	35%	34%	43%	33%	*	*	*	-	*	15%	37%	24%	39%	31%	-
Mathematics	2017	78%	56%	59%	50%	59%	*	*	*	-	*	37%	63%	55%	70%	52%	-
	2016	75%	51%	47%	64%	45%	*	*	*	-	*	*	51%	43%	42%	50%	-
Science	2017	78%	62%	60%	80%	57%	*	*	*	-	*	45%	64%	58%	60%	60%	-
	2016	77%	66%	55%	*	57%	*	*	*	-	*	36%	57%	50%	57%	54%	-
Social Studies	2017	76%	77%	84%	89%	84%	*	-	*	-	*	68%	82%	63%	79%	90%	-
	2016	76%	74%	78%	78%	78%	*	-	*	-	-	47%	78%	61%	78%	78%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	13%	20%	11%	27%	*	25%	-	38%	6%	12%	5%	15%	11%	*
	2016	42%	11%	13%	16%	12%	31%	*	*	-	*	3%	13%	6%	13%	13%	-
Reading	2017	43%	11%	10%	20%	8%	20%	*	*	-	*	*	11%	3%	11%	9%	*
	2016	42%	10%	13%	18%	13%	*	*	*	-	*	3%	14%	7%	14%	12%	-
Mathematics	2017	45%	8%	9%	10%	9%	*	*	*	-	*	3%	9%	7%	15%	5%	-
	2016	40%	6%	5%	0%	5%	*	*	*	-	*	*	5%	0%	6%	4%	-
Science	2017	48%	12%	8%	10%	7%	*	*	*	-	*	0%	7%	8%	9%	7%	-
	2016	44%	10%	5%	*	6%	*	*	*	-	*	0%	6%	2%	6%	4%	-
Social Studies	2017	48%	24%	31%	44%	29%	*	-	*	-	*	27%	24%	10%	29%	33%	-
	2016	45%	19%	27%	26%	25%	*	-	*	-	-	6%	23%	16%	21%	33%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	1%	0%	1%	0%	*	0%	-	38%	2%	1%	0%	2%	1%	*
	2016	17%	1%	1%	0%	1%	23%	*	*	-	*	0%	1%	1%	1%	1%	-
Reading	2017	18%	0%	0%	0%	0%	0%	*	*	-	*	*	0%	0%	1%	0%	*
	2016	16%	0%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-

		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	21%	1%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-
	2016	17%	1%	1%	0%	1%	*	*	*	-	*	*	1%	0%	2%	1%	-
Science	2017	19%	0%	0%	0%	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-
	2016	15%	0%	0%	*	0%	*	*	*	-	*	0%	0%	0%	0%	0%	-
Social Studies	2017	26%	5%	6%	0%	6%	*	-	*	-	*	9%	3%	0%	7%	6%	-
	2016	21%	2%	5%	0%	4%	*	-	*	-	-	0%	4%	5%	4%	6%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	97%	95%	97%	100%	100%	93%	-	100%	99%	97%	98%	97%	97%	*
	2016	99%	99%	97%	96%	97%	100%	100%	100%	-	100%	91%	97%	96%	98%	97%	-
Reading	2017	99%	99%	96%	97%	96%	100%	*	88%	-	*	98%	96%	99%	96%	96%	*
	2016	99%	99%	99%	98%	99%	*	*	*	-	*	98%	99%	99%	99%	99%	-
Mathematics	2017	100%	99%	97%	91%	98%	100%	*	*	-	*	100%	97%	98%	97%	97%	-
	2016	100%	99%	97%	93%	97%	*	*	*	-	*	83%	97%	94%	99%	95%	-
Science	2017	99%	99%	97%	91%	97%	*	*	*	-	*	100%	99%	97%	99%	95%	-
	2016	99%	99%	95%	88%	95%	*	*	*	-	*	76%	94%	91%	98%	93%	-
Social Studies	2017	98%	99%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	98%	99%	96%	96%	96%	*	-	*	-	-	100%	96%	95%	98%	95%	-

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

Reading Tests																	
% of Participants	2017	98%	97%	88%	100%	86%	-	-	*	-	-	88%	88%	81%	84%	90%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	10%	20%	6%	-	-	*	-	-	10%	10%	6%	5%	13%	-
% STAAR/EOC With Accommodations	2017	73%	71%	78%	80%	80%	-	-	*	-	-	78%	78%	75%	79%	77%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	12%	0%	14%	-	-	*	-	-	12%	13%	19%	16%	10%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	*	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	7%	*	0%	-	-	*	-	-	7%	10%	0%	0%	8%	-
% STAAR/EOC With Accommodations	2017	74%	73%	93%	*	100%	-	-	*	-	-	93%	90%	100%	100%	92%	-
% STAAR Alternate 2	2017	13%	0%	0%	*	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	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	N	N	n/a	0	5
Mathematics	Y		Y						Y	Y	Y	n/a	4	4
Writing												n/a	0	0
Science	Y		Y						Y	Y	Y	n/a	4	4
Social Studies	Y		Y						Y	Y	Y	n/a	4	4
Total													12	17
Performance Status - Federal														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	186	10	165	5	*	*	-	*	116	30	n/a	106
Total Students	191	11	169	5	*	*	-	*	119	30	n/a	108
Participation Rate	97%	91%	98%	100%	*	*	-	*	97%	100%	n/a	98%

* 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	98	11	74	9	*	*	-	*	82	8	27	n/a
Total in Class	214	34	161	12	*	*	-	*	173	15	62	35
Graduation Rate	45.8%	32.4%	46.0%	75.0%	*	*	-	*	47.4%	53.3%	43.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	69	7	50	10	*	*	-	-	55	9	21	n/a
Total in Class	182	19	148	12	*	*	-	-	148	16	56	36
Graduation Rate	37.9%	36.8%	33.8%	83.3%	*	*	-	-	37.2%	56.3%	37.5%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	109	11	85	11	*	*	-	-	90	12	34	n/a
Total in Class	191	23	153	12	*	*	-	-	150	20	55	41
Graduation Rate	57.1%	47.8%	55.6%	91.7%	*	*	-	-	60.0%	60.0%	61.8%	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

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: Yes
Priority School Reason: Graduation Rate
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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	10.9	57.9%	73.8%	74.5%
Masters	7.9	42.1%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	17.5%	15.0%	56.1%
2013-14	15.7%	15.7%	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	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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: DALLAS CAN ACADEMY - GRANT EAST
Campus ID: 057804005
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	Ed	Disadv	ELL	Female	Male	Migrant	
				State	District	Campus	American	Hispanic	White								Indian
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	29%	29%	31%	23%	*	*	-	-	*	*	29%	*	32%	27%	-
	2016	63%	34%	33%	33%	30%	*	-	*	-	-	13%	32%	*	37%	29%	-
English II	2017	64%	36%	30%	29%	33%	*	*	-	*	*	*	30%	*	33%	28%	-
	2016	66%	36%	29%	28%	30%	*	-	-	-	-	*	28%	36%	28%	29%	-
Algebra I	2017	81%	56%	53%	50%	72%	*	*	-	-	*	41%	57%	71%	57%	50%	-
	2016	76%	51%	50%	49%	52%	*	-	*	-	-	*	50%	55%	55%	46%	-
Biology	2017	85%	62%	55%	54%	61%	-	*	-	-	-	38%	58%	*	50%	59%	-
	2016	86%	66%	58%	55%	71%	-	-	*	-	-	26%	56%	56%	68%	48%	-
U.S. History	2017	91%	77%	56%	57%	58%	*	*	-	*	*	33%	55%	*	58%	54%	-
	2016	90%	74%	70%	70%	73%	*	-	-	-	-	26%	71%	71%	71%	70%	-
All Grades																	
All Subjects	2017	74%	49%	42%	42%	45%	54%	*	-	*	*	20%	43%	32%	44%	41%	-
	2016	74%	50%	45%	44%	48%	70%	-	*	-	-	14%	44%	48%	48%	42%	-
Reading	2017	71%	33%	30%	30%	28%	63%	*	-	*	*	*	30%	*	32%	27%	-
	2016	72%	35%	30%	30%	30%	*	-	*	-	-	8%	30%	33%	32%	29%	-
Mathematics	2017	78%	56%	53%	50%	72%	*	*	-	-	*	41%	57%	71%	57%	50%	-
	2016	75%	51%	50%	49%	52%	*	-	*	-	-	*	50%	55%	55%	46%	-
Science	2017	78%	62%	55%	54%	61%	-	*	-	-	-	38%	58%	*	50%	59%	-
	2016	77%	66%	58%	55%	71%	-	-	*	-	-	26%	56%	56%	68%	48%	-
Social Studies	2017	76%	77%	56%	57%	58%	*	*	-	*	*	33%	55%	*	58%	54%	-
	2016	76%	74%	70%	70%	73%	*	-	-	-	-	26%	71%	71%	71%	70%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	9%	9%	10%	31%	*	-	*	*	3%	9%	5%	12%	8%	-
	2016	42%	11%	8%	8%	8%	20%	-	*	-	-	2%	8%	7%	8%	8%	-
Reading	2017	43%	11%	9%	9%	7%	38%	*	-	*	*	*	9%	*	9%	9%	-
	2016	42%	10%	8%	8%	8%	*	-	*	-	-	3%	8%	14%	9%	8%	-
Mathematics	2017	45%	8%	9%	8%	10%	*	*	-	-	*	7%	10%	14%	12%	7%	-
	2016	40%	6%	6%	7%	2%	*	-	*	-	-	*	6%	0%	4%	7%	-
Science	2017	48%	12%	6%	6%	11%	-	*	-	-	-	0%	7%	*	11%	3%	-
	2016	44%	10%	8%	6%	16%	-	-	*	-	-	3%	8%	0%	12%	4%	-
Social Studies	2017	48%	24%	13%	13%	15%	*	*	-	*	*	8%	12%	*	17%	9%	-
	2016	45%	19%	10%	12%	5%	*	-	-	-	-	0%	10%	0%	8%	11%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	1%	1%	1%	8%	*	-	*	*	0%	1%	2%	1%	0%	-
	2016	17%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
Reading	2017	18%	0%	1%	0%	0%	13%	*	-	*	*	*	1%	*	1%	0%	-
	2016	16%	0%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-

		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	21%	1%	2%	2%	3%	*	*	-	-	*	0%	3%	14%	4%	1%	-
	2016	17%	1%	0%	0%	0%	*	-	*	-	-	*	0%	0%	0%	0%	-
Science	2017	19%	0%	0%	0%	0%	-	*	-	-	-	0%	0%	*	0%	0%	-
	2016	15%	0%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-
Social Studies	2017	26%	5%	1%	1%	0%	*	*	-	*	*	0%	0%	*	1%	0%	-
	2016	21%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	99%	99%	99%	100%	100%	100%	-	*	*	99%	99%	100%	99%	99%	-
	2016	99%	99%	100%	100%	100%	100%	100%	-	100%	-	-	99%	100%	100%	100%	100%	-
Reading	2017	99%	99%	99%	99%	99%	100%	100%	100%	-	*	*	100%	99%	100%	99%	99%	-
	2016	99%	99%	100%	100%	100%	100%	100%	-	*	-	-	99%	100%	100%	100%	100%	-
Mathematics	2017	100%	99%	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	100%	99%	100%	*	-	*	-	-	100%	99%	100%	100%	99%	-	
Science	2017	99%	99%	98%	98%	100%	-	*	-	-	-	96%	98%	100%	98%	99%	-	
	2016	99%	99%	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-	
Social Studies	2017	98%	99%	100%	99%	100%	*	*	-	*	*	96%	99%	100%	100%	99%	-	
	2016	98%	99%	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%	97%	100%	100%	*	-	*	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	11%	11%	*	-	*	-	-	-	11%	10%	*	10%	11%	-
% STAAR/EOC With Accommodations	2017	73%	71%	89%	89%	*	-	*	-	-	-	89%	90%	*	90%	89%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	*	-	*	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	0%	0%	*	-	*	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	100%	*	-	*	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	45%	48%	*	-	*	-	-	-	45%	46%	*	13%	57%	-
% STAAR/EOC With Accommodations	2017	74%	73%	55%	52%	*	-	*	-	-	-	55%	54%	*	88%	43%	-
% STAAR Alternate 2	2017	13%	0%	0%	0%	*	-	*	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	1%	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						N	N		n/a	0	5	0
Mathematics	N	N							N			n/a	0	3	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	14	21
Performance Status - Federal															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	192	155	29	*	*	-	-	*	158	29	n/a	7
Total Students	192	155	29	*	*	-	-	*	158	29	n/a	7
Participation Rate	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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	12.9	68.4%	73.8%	74.5%
Masters	5.9	31.6%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	12.4%	15.0%	56.1%
2013-14	*	15.7%	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	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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: DALLAS CAN ACADEMY CHARTER-OAK CLIFF
Campus ID: 057804002
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					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%	29%	25%	29%	*	-	-	-	-	*	28%	23%	34%	25%	-
	2016	63%	34%	37%	41%	36%	*	-	-	-	-	18%	37%	28%	42%	34%	-
English II	2017	64%	36%	35%	29%	36%	63%	-	-	-	-	17%	35%	25%	39%	31%	-
	2016	66%	36%	35%	34%	36%	*	*	-	-	-	*	36%	22%	34%	36%	-
Algebra I	2017	81%	56%	70%	45%	79%	*	-	-	-	-	57%	73%	78%	71%	69%	-
	2016	76%	51%	72%	60%	74%	88%	*	-	-	-	46%	72%	83%	78%	67%	-
Biology	2017	85%	62%	77%	66%	80%	*	-	-	-	-	58%	81%	76%	79%	75%	-
	2016	86%	66%	78%	78%	77%	*	-	-	-	-	56%	79%	81%	78%	77%	-
U.S. History	2017	91%	77%	82%	75%	84%	*	-	-	-	-	52%	83%	71%	81%	83%	-
	2016	90%	74%	81%	72%	83%	100%	*	-	-	*	47%	82%	77%	78%	85%	-
All Grades																	
All Subjects	2017	74%	49%	54%	43%	56%	46%	-	-	-	-	34%	54%	45%	58%	51%	-
	2016	74%	50%	57%	55%	58%	61%	*	-	-	*	34%	58%	51%	59%	56%	-
Reading	2017	71%	33%	32%	27%	33%	54%	-	-	-	-	10%	32%	24%	37%	28%	-
	2016	72%	35%	36%	38%	36%	*	*	-	-	-	10%	36%	25%	38%	35%	-
Mathematics	2017	78%	56%	70%	45%	79%	*	-	-	-	-	57%	73%	78%	71%	69%	-
	2016	75%	51%	72%	60%	74%	88%	*	-	-	-	46%	72%	83%	78%	67%	-
Science	2017	78%	62%	77%	66%	80%	*	-	-	-	-	58%	81%	76%	79%	75%	-
	2016	77%	66%	78%	78%	77%	*	-	-	-	-	56%	79%	81%	78%	77%	-
Social Studies	2017	76%	77%	82%	75%	84%	*	-	-	-	-	52%	83%	71%	81%	83%	-
	2016	76%	74%	81%	72%	83%	100%	*	-	-	*	47%	82%	77%	78%	85%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	17%	11%	19%	13%	-	-	-	-	4%	18%	12%	18%	17%	-
	2016	42%	11%	14%	12%	15%	8%	*	-	-	*	6%	15%	11%	14%	15%	-
Reading	2017	43%	11%	11%	6%	12%	15%	-	-	-	-	4%	11%	6%	14%	9%	-
	2016	42%	10%	10%	9%	10%	*	*	-	-	-	3%	10%	5%	9%	10%	-
Mathematics	2017	45%	8%	16%	2%	21%	*	-	-	-	-	5%	17%	20%	20%	13%	-
	2016	40%	6%	14%	9%	16%	0%	*	-	-	-	3%	15%	19%	12%	15%	-
Science	2017	48%	12%	21%	22%	21%	*	-	-	-	-	0%	23%	18%	16%	25%	-
	2016	44%	10%	15%	9%	16%	*	-	-	-	-	8%	16%	14%	18%	13%	-
Social Studies	2017	48%	24%	32%	29%	32%	*	-	-	-	-	7%	33%	20%	25%	39%	-
	2016	45%	19%	24%	20%	26%	25%	*	-	-	*	13%	25%	19%	20%	29%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	2%	1%	2%	4%	-	-	-	-	0%	2%	1%	2%	2%	-
	2016	17%	1%	2%	2%	2%	0%	*	-	-	*	0%	2%	2%	2%	2%	-
Reading	2017	18%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-
	2016	16%	0%	0%	1%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-

		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	21%	1%	2%	0%	3%	*	-	-	-	-	0%	3%	2%	3%	2%	-
	2016	17%	1%	2%	0%	3%	0%	*	-	-	-	0%	2%	4%	1%	3%	-
Science	2017	19%	0%	3%	0%	4%	*	-	-	-	-	0%	3%	4%	3%	3%	-
	2016	15%	0%	2%	4%	1%	*	-	-	-	-	0%	2%	2%	3%	1%	-
Social Studies	2017	26%	5%	6%	4%	6%	*	-	-	-	-	0%	7%	2%	3%	9%	-
	2016	21%	2%	5%	3%	6%	0%	*	-	-	*	0%	6%	4%	4%	7%	-

STAAR Participation (All Grades)

		2017	2016	99%	99%	100%	100%	100%	96%	-	-	-	-	100%	100%	100%	100%	100%	-
All Tests	2017	99%	99%	100%	100%	100%	96%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
	2016	99%	99%	100%	99%	100%	100%	*	-	-	*	99%	100%	100%	100%	100%	100%	-	
Reading	2017	99%	99%	100%	100%	100%	93%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
	2016	99%	99%	100%	99%	100%	100%	*	-	-	-	99%	100%	100%	100%	100%	100%	-	
Mathematics	2017	100%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
	2016	100%	99%	100%	98%	100%	100%	*	-	-	-	100%	100%	100%	100%	99%	100%	-	
Science	2017	99%	99%	99%	97%	100%	*	-	-	-	-	100%	100%	100%	100%	99%	100%	-	
	2016	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
Social Studies	2017	98%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-	
	2016	98%	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%	97%	97%	100%	96%	*	-	-	-	-	97%	97%	90%	100%	96%	-	
% STAAR/EOC With No Accommodations	2017	13%	25%	19%	29%	14%	*	-	-	-	-	19%	19%	20%	22%	17%	-	
% STAAR/EOC With Accommodations	2017	73%	71%	78%	71%	82%	*	-	-	-	-	78%	78%	70%	78%	78%	-	
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	
% of Non-Participants	2017	2%	3%	3%	0%	4%	*	-	-	-	-	3%	3%	10%	0%	4%	-	
Mathematics Tests																		
% of Participants	2017	99%	100%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-	
% STAAR/EOC With No Accommodations	2017	12%	27%	10%	29%	0%	*	-	-	-	-	10%	10%	*	0%	17%	-	
% STAAR/EOC With Accommodations	2017	74%	73%	90%	71%	100%	*	-	-	-	-	90%	90%	*	100%	83%	-	
% STAAR Alternate 2	2017	13%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	
% of Non-Participants	2017	1%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-	

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 '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	n/a	0	6	0
Mathematics	Y	Y	Y						Y	Y	Y	n/a	5	5	100
Writing												n/a	0	0	
Science	Y		Y						Y	Y	Y	n/a	4	4	100
Social Studies	Y	Y	Y						Y	N	Y	n/a	5	6	83
Total													14	21	67
Performance Status - Federal															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	223	53	165	5	-	-	-	-	199	21	n/a	55
Total Students	223	53	165	5	-	-	-	-	199	21	n/a	55
Participation Rate	100%	100%	100%	100%	-	-	-	-	100%	100%	n/a	100%

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- 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	341	58	275	5	*	-	-	*	309	29	100	n/a
Total in Class	537	97	430	7	*	-	-	*	483	40	162	114
Graduation Rate	63.5%	59.8%	64.0%	71.4%	*	-	-	*	64.0%	72.5%	61.7%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	262	65	183	14	-	-	-	-	253	26	67	n/a
Total in Class	445	113	313	19	-	-	-	-	413	44	124	88
Graduation Rate	58.9%	57.5%	58.5%	73.7%	-	-	-	-	61.3%	59.1%	54.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	331	83	232	16	-	-	-	-	316	30	89	n/a
Total in Class	468	117	331	20	-	-	-	-	435	46	130	91
Graduation Rate	70.7%	70.9%	70.1%	80.0%	-	-	-	-	72.6%	65.2%	68.5%	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											

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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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	26.7	81.8%	73.8%	74.5%
Masters	5.9	18.2%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	16.1%	15.0%	56.1%
2013-14	16.4%	15.7%	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	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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: DALLAS CAN ACADEMY AT PLEASANT GROVE
Campus ID: 057804004
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					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%	36%	34%	38%	*	-	-	-	*	9%	43%	36%	43%	30%	-
	2016	63%	34%	29%	34%	25%	45%	-	-	-	-	8%	29%	18%	39%	21%	*
English II	2017	64%	36%	44%	48%	41%	73%	*	-	-	*	16%	53%	33%	56%	34%	-
	2016	66%	36%	37%	34%	37%	50%	*	-	-	-	13%	38%	30%	42%	32%	*
Algebra I	2017	81%	56%	61%	60%	62%	*	-	-	-	*	46%	68%	67%	72%	52%	-
	2016	76%	51%	44%	37%	47%	*	-	-	-	-	15%	43%	48%	46%	41%	-
Biology	2017	85%	62%	77%	71%	83%	*	-	-	-	*	67%	82%	58%	84%	70%	-
	2016	86%	66%	73%	70%	73%	100%	-	-	-	-	42%	74%	71%	74%	72%	-
U.S. History	2017	91%	77%	75%	83%	70%	100%	*	-	-	*	73%	84%	62%	76%	74%	-
	2016	90%	74%	62%	57%	63%	92%	*	-	-	-	39%	62%	49%	59%	65%	*
All Grades																	
All Subjects	2017	74%	49%	55%	56%	54%	65%	*	-	-	*	37%	63%	49%	64%	47%	-
	2016	74%	50%	47%	45%	47%	67%	*	-	-	-	22%	47%	41%	51%	43%	*
Reading	2017	71%	33%	40%	40%	39%	53%	*	-	-	*	12%	48%	35%	49%	32%	-
	2016	72%	35%	32%	34%	30%	48%	*	-	-	-	10%	33%	23%	40%	26%	*
Mathematics	2017	78%	56%	61%	60%	62%	*	-	-	-	*	46%	68%	67%	72%	52%	-
	2016	75%	51%	44%	37%	47%	*	-	-	-	-	15%	43%	48%	46%	41%	-
Science	2017	78%	62%	77%	71%	83%	*	-	-	-	*	67%	82%	58%	84%	70%	-
	2016	77%	66%	73%	70%	73%	100%	-	-	-	-	42%	74%	71%	74%	72%	-
Social Studies	2017	76%	77%	75%	83%	70%	100%	*	-	-	*	73%	84%	62%	76%	74%	-
	2016	76%	74%	62%	57%	63%	92%	*	-	-	-	39%	62%	49%	59%	65%	*
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	17%	17%	16%	26%	*	-	-	*	6%	21%	13%	19%	14%	-
	2016	42%	11%	9%	9%	9%	22%	*	-	-	-	2%	9%	5%	11%	8%	*
Reading	2017	43%	11%	17%	17%	15%	37%	*	-	-	*	2%	21%	13%	21%	13%	-
	2016	42%	10%	8%	8%	8%	12%	*	-	-	-	3%	8%	4%	10%	6%	*
Mathematics	2017	45%	8%	14%	17%	12%	*	-	-	-	*	4%	20%	12%	19%	10%	-
	2016	40%	6%	6%	5%	5%	*	-	-	-	-	2%	6%	3%	6%	5%	-
Science	2017	48%	12%	27%	26%	30%	*	-	-	-	*	21%	31%	19%	28%	26%	-
	2016	44%	10%	14%	11%	15%	33%	-	-	-	-	6%	14%	14%	19%	9%	-
Social Studies	2017	48%	24%	12%	9%	14%	20%	*	-	-	*	8%	15%	11%	10%	15%	-
	2016	45%	19%	11%	11%	11%	25%	*	-	-	-	0%	11%	3%	11%	12%	*
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	0%	0%	0%	3%	*	-	-	*	0%	0%	0%	1%	0%	-
	2016	17%	1%	0%	1%	0%	2%	*	-	-	-	0%	0%	0%	0%	0%	*
Reading	2017	18%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-
	2016	16%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	*

		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	21%	1%	1%	2%	0%	*	-	-	-	*	0%	1%	0%	1%	1%	-
	2016	17%	1%	1%	3%	0%	*	-	-	-	-	0%	1%	0%	1%	1%	-
Science	2017	19%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
	2016	15%	0%	0%	0%	1%	0%	-	-	-	-	0%	1%	0%	1%	0%	-
Social Studies	2017	26%	5%	1%	0%	2%	20%	*	-	-	*	0%	1%	0%	3%	0%	-
	2016	21%	2%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	1%	*

STAAR Participation (All Grades)

		2017	2016	99%	99%	99%	98%	99%	94%	*	-	-	100%	98%	99%	99%	98%	99%	-
All Tests	2017	99%	99%	99%	98%	99%	98%	94%	*	-	-	100%	98%	99%	99%	98%	99%	-	
	2016	99%	99%	97%	97%	97%	100%	*	-	-	-	-	98%	97%	98%	95%	98%	*	
Reading	2017	99%	99%	98%	98%	98%	90%	*	-	-	-	100%	98%	98%	98%	97%	99%	-	
	2016	99%	99%	96%	95%	96%	100%	*	-	-	-	-	99%	96%	99%	95%	97%	*	
Mathematics	2017	100%	99%	99%	99%	99%	*	-	-	-	*	100%	99%	100%	100%	99%	-		
	2016	100%	99%	96%	96%	96%	100%	-	-	-	-	98%	96%	98%	93%	98%	-		
Science	2017	99%	99%	99%	97%	100%	*	-	-	-	*	98%	98%	100%	99%	99%	-		
	2016	99%	99%	97%	98%	97%	100%	-	-	-	-	96%	97%	97%	95%	99%	-		
Social Studies	2017	98%	99%	99%	98%	100%	100%	*	-	-	*	96%	99%	100%	99%	100%	-		
	2016	98%	99%	99%	100%	98%	100%	*	-	-	-	97%	99%	98%	98%	99%	*		

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

Reading Tests																	
% of Participants	2017	98%	97%	96%	97%	95%	100%	*	-	-	-	96%	96%	85%	91%	99%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	30%	24%	34%	50%	*	-	-	-	30%	33%	23%	44%	24%	-
% STAAR/EOC With Accommodations	2017	73%	71%	66%	72%	61%	50%	*	-	-	-	66%	63%	62%	47%	75%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	4%	3%	5%	0%	*	-	-	-	4%	4%	15%	9%	1%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	31%	23%	41%	-	-	-	-	-	31%	33%	22%	44%	25%	-
% STAAR/EOC With Accommodations	2017	74%	73%	69%	77%	59%	-	-	-	-	-	69%	67%	78%	56%	75%	-
% STAAR Alternate 2	2017	13%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-

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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 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	n/a	0	6	0
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing												n/a	0	0	
Science	Y	Y	Y						Y	Y		n/a	5	5	100
Social Studies	Y	Y	Y						Y		Y	n/a	5	5	100
Total													15	22	68
Performance Status - Federal															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	268	117	145	*	-	-	-	*	182	52	n/a	49
Total Students	270	118	146	*	-	-	-	*	183	52	n/a	49
Participation Rate	99%	99%	99%	*	-	-	-	*	99%	100%	n/a	100%

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 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	131	53	71	6	*	-	-	*	116	19	30	n/a
Total in Class	340	130	195	13	*	-	-	*	275	42	79	35
Graduation Rate	38.5%	40.8%	36.4%	46.2%	*	-	-	*	42.2%	45.2%	38.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	122	38	81	3	-	-	-	-	104	13	22	n/a
Total in Class	280	102	170	8	-	-	-	-	227	33	55	22
Graduation Rate	43.6%	37.3%	47.6%	37.5%	-	-	-	-	45.8%	39.4%	40.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	165	59	102	4	-	-	-	-	142	18	31	n/a
Total in Class	280	100	172	8	-	-	-	-	224	34	55	28
Graduation Rate	58.9%	59.0%	59.3%	50.0%	-	-	-	-	63.4%	52.9%	56.4%	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.
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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 Reason: Safeguards
Focus School Identification: Yes

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	0.0	0.0%	0.4%	1.2%
Bachelors	21.8	88.0%	73.8%	74.5%
Masters	3.0	12.0%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	14.2%	15.0%	56.1%
2013-14	17.6%	15.7%	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	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		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: DALLAS CAN ACADEMY CHARTER
Campus ID: 057804001
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Asian	Islander	Races								
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																		
End of Course																		
English I	2017	61%	29%	41%	40%	38%	100%	-	-	-	*	*	39%	33%	39%	41%	*	
	2016	63%	34%	34%	30%	37%	*	-	*	-	-	*	34%	29%	42%	29%	-	
English II	2017	64%	36%	37%	31%	38%	63%	-	-	-	*	*	34%	23%	49%	28%	*	
	2016	66%	36%	34%	29%	36%	75%	-	*	-	-	*	33%	21%	44%	26%	*	
Algebra I	2017	81%	56%	76%	69%	81%	83%	-	*	-	*	53%	78%	79%	86%	70%	*	
	2016	76%	51%	53%	46%	59%	*	-	*	-	-	24%	53%	60%	59%	48%	-	
Biology	2017	85%	62%	71%	70%	71%	*	-	-	-	*	62%	72%	59%	76%	69%	*	
	2016	86%	66%	65%	51%	74%	*	-	*	-	-	38%	66%	67%	77%	55%	-	
U.S. History	2017	91%	77%	79%	73%	81%	79%	-	*	-	*	53%	77%	70%	80%	77%	*	
	2016	90%	74%	78%	78%	79%	92%	-	*	-	-	41%	78%	74%	77%	78%	*	
All Grades																		
All Subjects	2017	74%	49%	59%	54%	60%	80%	-	*	-	73%	40%	57%	50%	65%	55%	*	
	2016	74%	50%	52%	46%	56%	73%	-	22%	-	-	24%	52%	48%	59%	46%	*	
Reading	2017	71%	33%	38%	36%	38%	77%	-	-	-	*	14%	36%	27%	45%	34%	*	
	2016	72%	35%	34%	30%	36%	57%	-	*	-	-	9%	34%	25%	43%	27%	*	
Mathematics	2017	78%	56%	76%	69%	81%	83%	-	*	-	*	53%	78%	79%	86%	70%	*	
	2016	75%	51%	53%	46%	59%	*	-	*	-	-	24%	53%	60%	59%	48%	-	
Science	2017	78%	62%	71%	70%	71%	*	-	-	-	*	62%	72%	59%	76%	69%	*	
	2016	77%	66%	65%	51%	74%	*	-	*	-	-	38%	66%	67%	77%	55%	-	
Social Studies	2017	76%	77%	79%	73%	81%	79%	-	*	-	*	53%	77%	70%	80%	77%	*	
	2016	76%	74%	78%	78%	79%	92%	-	*	-	-	41%	78%	74%	77%	78%	*	
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																		
All Grades																		
All Subjects	2017	44%	13%	17%	15%	16%	40%	-	*	-	53%	8%	16%	8%	19%	15%	*	
	2016	42%	11%	12%	10%	13%	38%	-	3%	-	-	2%	12%	5%	15%	10%	*	
Reading	2017	43%	11%	14%	11%	14%	31%	-	-	-	*	7%	13%	8%	19%	11%	*	
	2016	42%	10%	10%	7%	11%	43%	-	*	-	-	1%	9%	5%	15%	7%	*	
Mathematics	2017	45%	8%	15%	13%	18%	0%	-	*	-	*	20%	16%	14%	19%	13%	*	
	2016	40%	6%	5%	3%	7%	*	-	*	-	-	0%	6%	6%	10%	2%	-	
Science	2017	48%	12%	16%	20%	11%	*	-	-	-	*	10%	16%	3%	15%	17%	*	
	2016	44%	10%	12%	16%	9%	*	-	*	-	-	3%	14%	4%	16%	9%	-	
Social Studies	2017	48%	24%	24%	20%	22%	57%	-	*	-	*	5%	24%	8%	23%	25%	*	
	2016	45%	19%	22%	17%	24%	50%	-	*	-	-	3%	21%	5%	17%	27%	*	
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																		
All Grades																		
All Subjects	2017	19%	1%	2%	0%	2%	6%	-	*	-	13%	1%	1%	1%	1%	2%	*	
	2016	17%	1%	1%	1%	1%	3%	-	0%	-	-	0%	1%	0%	0%	1%	*	
Reading	2017	18%	0%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	*	
	2016	16%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	*	

				African		American		Pacific		Two or More	Special	Econ	Ed	Disadv	ELL	Female	Male	Migrant
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant		
Mathematics	2017	21%	1%	2%	0%	3%	0%	-	*	-	*	7%	2%	5%	3%	1%	*	
	2016	17%	1%	1%	1%	1%	*	-	*	-	-	0%	0%	0%	2%	0%	-	
Science	2017	19%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	*	
	2016	15%	0%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	
Social Studies	2017	26%	5%	5%	1%	5%	14%	-	*	-	*	0%	4%	1%	3%	7%	*	
	2016	21%	2%	3%	2%	3%	8%	-	*	-	-	0%	2%	0%	1%	6%	*	

STAAR Participation (All Grades)

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

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

Reading Tests																		
% of Participants	2017	98%	97%	94%	100%	89%	-	-	-	-	-	94%	93%	79%	91%	94%	*	
% STAAR/EOC With No Accommodations	2017	13%	25%	6%	16%	0%	-	-	-	-	-	6%	5%	0%	0%	8%	*	
% STAAR/EOC With Accommodations	2017	73%	71%	87%	84%	89%	-	-	-	-	-	87%	88%	79%	91%	86%	*	
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	*	
% of Non-Participants	2017	2%	3%	6%	0%	11%	-	-	-	-	-	6%	7%	21%	9%	6%	*	
Mathematics Tests																		
% of Participants	2017	99%	100%	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	
% STAAR/EOC With No Accommodations	2017	12%	27%	20%	*	18%	-	-	-	-	-	20%	21%	20%	17%	22%	-	
% STAAR/EOC With Accommodations	2017	74%	73%	80%	*	82%	-	-	-	-	-	80%	79%	80%	83%	78%	-	
% STAAR Alternate 2	2017	13%	0%	0%	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	
% of Non-Participants	2017	1%	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						N	N	N	n/a	0	6	0
Mathematics	Y	Y	Y						Y	Y	Y	n/a	5	5	100
Writing												n/a	0	0	
Science	Y	Y	Y						Y	Y	Y	n/a	5	5	100
Social Studies	Y	Y	Y						Y	Y	Y	n/a	5	5	100
Total													15	21	71
Performance Status - Federal															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	220	72	140	6	-	*	-	*	178	15	n/a	65
Total Students	220	72	140	6	-	*	-	*	178	15	n/a	65
Participation Rate	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	162	51	101	7	*	*	-	*	152	22	46	n/a
Total in Class	345	125	201	13	*	*	-	*	301	32	98	71
Graduation Rate	47.0%	40.8%	50.2%	53.8%	*	*	-	*	50.5%	68.8%	46.9%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	117	43	69	4	*	*	*	*	107	14	30	n/a
Total in Class	326	146	162	13	*	*	*	*	275	31	78	54
Graduation Rate	35.9%	29.5%	42.6%	30.8%	*	*	*	*	38.9%	45.2%	38.5%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	161	59	95	6	*	*	-	*	147	17	38	n/a
Total in Class	308	133	159	12	*	*	-	*	267	35	74	56
Graduation Rate	52.3%	44.4%	59.7%	50.0%	*	*	-	*	55.1%	48.6%	51.4%	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

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: Yes
Priority School Reason: Graduation Rate
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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	16.8	66.9%	73.8%	74.5%
Masters	8.3	33.1%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	10.4%	15.0%	56.1%
2013-14	12.3%	15.7%	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
		Hispanic	16	84	37	4
	White	7	93	60	15	
	Students with Disabilities	41	59	18	2	
	English Language Learners	23	77	28	2	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: FORT WORTH CAN ACADEMY LANCASTER AVENUE
Campus ID: 057804008
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Asian	Islander	Races								
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																		
End of Course																		
English I	2017	61%	29%	27%	21%	30%	*	-	*	-	*	*	26%	17%	28%	26%	-	
	2016	63%	34%	35%	33%	35%	*	-	-	-	-	*	34%	14%	46%	26%	-	
English II	2017	64%	36%	36%	29%	39%	*	-	-	-	-	*	36%	10%	39%	34%	-	
	2016	66%	36%	30%	34%	27%	*	-	-	-	-	*	31%	*	34%	27%	-	
Algebra I	2017	81%	56%	50%	44%	55%	*	-	*	-	*	33%	51%	55%	58%	42%	*	
	2016	76%	51%	43%	38%	42%	*	-	-	-	*	*	43%	22%	46%	39%	-	
Biology	2017	85%	62%	58%	52%	61%	*	-	*	-	-	*	59%	42%	64%	52%	*	
	2016	86%	66%	62%	65%	57%	*	-	-	-	-	*	64%	31%	67%	57%	-	
U.S. History	2017	91%	77%	81%	73%	84%	*	-	-	-	-	71%	80%	45%	77%	84%	-	
	2016	90%	74%	77%	88%	72%	*	-	-	-	-	*	76%	45%	69%	85%	-	
All Grades																		
All Subjects	2017	74%	49%	46%	39%	50%	67%	-	*	-	*	21%	46%	30%	50%	42%	*	
	2016	74%	50%	46%	48%	43%	75%	-	-	-	*	21%	46%	20%	50%	41%	-	
Reading	2017	71%	33%	31%	25%	34%	55%	-	*	-	*	*	31%	14%	33%	29%	-	
	2016	72%	35%	33%	33%	31%	63%	-	-	-	-	*	33%	13%	41%	26%	-	
Mathematics	2017	78%	56%	50%	44%	55%	*	-	*	-	*	33%	51%	55%	58%	42%	*	
	2016	75%	51%	43%	38%	42%	*	-	-	-	*	*	43%	22%	46%	39%	-	
Science	2017	78%	62%	58%	52%	61%	*	-	*	-	-	*	59%	42%	64%	52%	*	
	2016	77%	66%	62%	65%	57%	*	-	-	-	-	*	64%	31%	67%	57%	-	
Social Studies	2017	76%	77%	81%	73%	84%	*	-	-	-	-	71%	80%	45%	77%	84%	-	
	2016	76%	74%	77%	88%	72%	*	-	-	-	-	*	76%	45%	69%	85%	-	
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																		
All Grades																		
All Subjects	2017	44%	13%	10%	9%	11%	6%	-	*	-	*	1%	10%	4%	10%	11%	*	
	2016	42%	11%	8%	6%	8%	31%	-	-	-	*	2%	8%	0%	7%	9%	-	
Reading	2017	43%	11%	7%	5%	8%	9%	-	*	-	*	*	7%	3%	7%	7%	-	
	2016	42%	10%	9%	6%	10%	50%	-	-	-	-	*	9%	0%	11%	8%	-	
Mathematics	2017	45%	8%	5%	2%	8%	*	-	*	-	*	0%	5%	7%	7%	4%	*	
	2016	40%	6%	3%	3%	4%	*	-	-	-	*	*	4%	0%	2%	5%	-	
Science	2017	48%	12%	10%	8%	12%	*	-	*	-	-	*	8%	0%	10%	10%	*	
	2016	44%	10%	8%	4%	11%	*	-	-	-	-	*	9%	0%	3%	13%	-	
Social Studies	2017	48%	24%	29%	37%	26%	*	-	-	-	-	0%	25%	10%	21%	37%	-	
	2016	45%	19%	8%	15%	4%	*	-	-	-	-	*	7%	0%	5%	11%	-	
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																		
All Grades																		
All Subjects	2017	19%	1%	1%	2%	1%	0%	-	*	-	*	0%	1%	0%	1%	2%	*	
	2016	17%	1%	0%	1%	0%	6%	-	-	-	*	0%	0%	0%	0%	1%	-	
Reading	2017	18%	0%	0%	1%	0%	0%	-	*	-	*	*	0%	0%	0%	0%	-	
	2016	16%	0%	0%	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	-	

		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	21%	1%	0%	0%	1%	*	-	*	-	*	0%	1%	0%	0%	1%	*
	2016	17%	1%	1%	3%	0%	*	-	-	-	*	*	1%	0%	0%	2%	-
Science	2017	19%	0%	0%	0%	0%	*	-	*	-	-	*	0%	0%	0%	0%	*
	2016	15%	0%	0%	0%	0%	*	-	-	-	-	*	0%	0%	0%	0%	-
Social Studies	2017	26%	5%	8%	15%	4%	*	-	-	-	-	0%	7%	0%	6%	9%	-
	2016	21%	2%	1%	0%	0%	*	-	-	-	-	*	0%	0%	0%	2%	-

STAAR Participation (All Grades)

		2017	2016	99%	99%	99%	98%	99%	100%	-	*	-	*	99%	99%	100%	99%	99%	*
All Tests	2017	99%	99%	99%	98%	99%	100%	-	*	-	*	99%	99%	100%	99%	99%	100%	100%	-
	2016	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	99%	98%	99%	100%	-	*	-	*	98%	99%	100%	99%	98%	100%	100%	*
	2016	99%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	99%	98%	98%	98%	*	-	*	-	*	100%	98%	100%	99%	97%	100%	100%	*
	2016	100%	99%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	99%	98%	100%	*	-	*	-	-	100%	99%	100%	99%	100%	100%	100%	*
	2016	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
Social Studies	2017	98%	99%	99%	98%	100%	*	-	-	-	-	100%	99%	100%	99%	100%	100%	100%	-
	2016	98%	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%	97%	98%	100%	96%	-	-	-	-	-	98%	97%	100%	100%	95%	-		
% STAAR/EOC With No Accommodations	2017	13%	25%	2%	0%	4%	-	-	-	-	-	2%	3%	0%	0%	5%	-		
% STAAR/EOC With Accommodations	2017	73%	71%	95%	100%	91%	-	-	-	-	-	95%	95%	100%	100%	91%	-		
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-		
% of Non-Participants	2017	2%	3%	2%	0%	4%	-	-	-	-	-	2%	3%	0%	0%	5%	-		
Mathematics Tests																			
% of Participants	2017	99%	100%	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-		
% STAAR/EOC With No Accommodations	2017	12%	27%	6%	9%	0%	-	-	-	-	-	6%	0%	*	10%	0%	-		
% STAAR/EOC With Accommodations	2017	74%	73%	94%	91%	100%	-	-	-	-	-	94%	100%	*	90%	100%	-		
% STAAR Alternate 2	2017	13%	0%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-		
% of Non-Participants	2017	1%	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						N	N	N	n/a	0	6	0
Mathematics	N	N	Y						N			n/a	1	4	25
Writing												n/a	0	0	
Science	Y	Y	Y						Y			n/a	4	4	100
Social Studies	Y	Y	Y						Y			n/a	4	4	100
Total													9	18	50
Performance Status - Federal															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	223	89	129	*	-	*	-	*	165	18	n/a	44
Total Students	227	91	131	*	-	*	-	*	168	18	n/a	44
Participation Rate	98%	98%	98%	*	-	*	-	*	98%	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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	14.1	67.1%	73.8%	74.5%
Masters	6.9	32.9%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	11.7%	15.0%	56.1%
2013-14	*	15.7%	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	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		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: FORT WORTH CAN ACADEMY WESTCREEK
Campus ID: 057804007
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 Ed	Econ Disadv	ELL	Female	Male	Migrant		
				State	District	Campus	American	Hispanic	White							Indian	Asian
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	29%	28%	21%	36%	*	-	*	-	*	*	31%	*	30%	26%	-
	2016	63%	34%	37%	34%	37%	78%	-	-	-	-	*	37%	*	42%	34%	-
English II	2017	64%	36%	30%	22%	33%	63%	*	*	-	*	*	28%	*	30%	30%	-
	2016	66%	36%	43%	33%	53%	*	-	-	-	-	*	44%	*	51%	35%	-
Algebra I	2017	81%	56%	59%	50%	69%	*	-	*	-	*	*	55%	64%	63%	55%	-
	2016	76%	51%	65%	61%	68%	*	-	-	-	*	*	66%	*	69%	61%	-
Biology	2017	85%	62%	63%	59%	69%	*	*	*	-	*	33%	63%	*	71%	56%	-
	2016	86%	66%	73%	61%	84%	*	-	-	-	*	*	73%	*	82%	66%	-
U.S. History	2017	91%	77%	65%	53%	76%	*	*	-	-	*	*	62%	*	64%	66%	-
	2016	90%	74%	75%	68%	82%	82%	-	-	-	-	40%	74%	*	74%	77%	-
All Grades																	
All Subjects	2017	74%	49%	44%	37%	52%	57%	*	*	-	75%	16%	43%	36%	49%	41%	-
	2016	74%	50%	56%	50%	61%	71%	-	-	-	*	23%	57%	41%	62%	51%	-
Reading	2017	71%	33%	29%	21%	34%	50%	*	*	-	*	*	29%	*	30%	28%	-
	2016	72%	35%	40%	33%	45%	53%	-	-	-	-	*	41%	31%	47%	35%	-
Mathematics	2017	78%	56%	59%	50%	69%	*	-	*	-	*	*	55%	64%	63%	55%	-
	2016	75%	51%	65%	61%	68%	*	-	-	-	*	*	66%	*	69%	61%	-
Science	2017	78%	62%	63%	59%	69%	*	*	*	-	*	33%	63%	*	71%	56%	-
	2016	77%	66%	73%	61%	84%	*	-	-	-	*	*	73%	*	82%	66%	-
Social Studies	2017	76%	77%	65%	53%	76%	*	*	-	-	*	*	62%	*	64%	66%	-
	2016	76%	74%	75%	68%	82%	82%	-	-	-	-	40%	74%	*	74%	77%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	11%	5%	16%	21%	*	*	-	38%	1%	10%	4%	11%	10%	-
	2016	42%	11%	14%	10%	16%	32%	-	-	-	*	3%	13%	7%	16%	13%	-
Reading	2017	43%	11%	10%	6%	13%	21%	*	*	-	*	*	8%	*	13%	8%	-
	2016	42%	10%	12%	7%	16%	16%	-	-	-	-	*	12%	6%	17%	9%	-
Mathematics	2017	45%	8%	6%	1%	11%	*	-	*	-	*	*	7%	9%	1%	10%	-
	2016	40%	6%	11%	8%	12%	*	-	-	-	*	*	10%	*	14%	8%	-
Science	2017	48%	12%	9%	5%	11%	*	*	*	-	*	0%	9%	*	11%	8%	-
	2016	44%	10%	11%	7%	12%	*	-	-	-	*	*	10%	*	14%	9%	-
Social Studies	2017	48%	24%	18%	8%	28%	*	*	-	-	*	*	16%	*	14%	23%	-
	2016	45%	19%	23%	21%	21%	55%	-	-	-	-	13%	22%	*	17%	30%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	1%	0%	1%	0%	*	*	-	13%	0%	1%	0%	1%	1%	-
	2016	17%	1%	1%	0%	1%	3%	-	-	-	*	2%	1%	3%	1%	0%	-
Reading	2017	18%	0%	0%	0%	0%	0%	*	*	-	*	*	0%	*	0%	0%	-
	2016	16%	0%	0%	0%	0%	0%	-	-	-	-	*	0%	0%	0%	0%	-

		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	21%	1%	1%	0%	0%	*	-	*	-	*	*	1%	0%	0%	1%	-
	2016	17%	1%	2%	1%	3%	*	-	-	-	*	*	2%	*	5%	0%	-
Science	2017	19%	0%	0%	0%	0%	*	*	*	-	*	0%	0%	*	0%	0%	-
	2016	15%	0%	0%	0%	0%	*	-	-	-	*	*	0%	*	0%	0%	-
Social Studies	2017	26%	5%	3%	2%	4%	*	*	-	-	*	*	3%	*	3%	3%	-
	2016	21%	2%	2%	0%	3%	9%	-	-	-	-	7%	2%	*	1%	2%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	99%	99%	99%	100%	*	100%	-	89%	100%	99%	100%	99%	98%	-
	2016	99%	99%	99%	99%	98%	99%	100%	-	-	-	*	100%	99%	100%	99%	98%
Reading	2017	99%	99%	99%	99%	98%	100%	*	*	-	*	100%	98%	100%	99%	98%	-
	2016	99%	99%	98%	97%	99%	100%	-	-	-	*	100%	98%	100%	99%	98%	-
Mathematics	2017	100%	99%	99%	99%	100%	100%	-	*	-	*	100%	99%	100%	100%	99%	-
	2016	100%	99%	99%	99%	100%	97%	*	-	-	*	100%	99%	100%	100%	98%	-
Science	2017	99%	99%	99%	99%	98%	98%	*	*	*	-	*	100%	100%	100%	98%	-
	2016	99%	99%	98%	98%	98%	98%	*	-	-	-	*	100%	98%	*	98%	98%
Social Studies	2017	98%	99%	99%	99%	100%	100%	*	*	-	-	*	100%	99%	*	100%	97%
	2016	98%	99%	99%	99%	99%	100%	100%	-	-	-	-	100%	99%	*	100%	99%

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%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	67%	68%	83%	-	-	*	-	-	67%	68%	-	90%	57%	-
% STAAR/EOC With Accommodations	2017	73%	71%	33%	32%	17%	-	-	*	-	-	33%	32%	-	10%	43%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	-	-	*	-	-	0%	0%	-	0%	0%	-
% of Non-Participants	2017	2%	3%	0%	0%	0%	-	-	*	-	-	0%	0%	-	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	100%	*	-	-	*	-	-	100%	100%	-	*	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	31%	36%	*	-	-	*	-	-	31%	45%	-	*	25%	-
% STAAR/EOC With Accommodations	2017	74%	73%	69%	64%	*	-	-	*	-	-	69%	55%	-	*	75%	-
% STAAR Alternate 2	2017	13%	0%	0%	0%	*	-	-	*	-	-	0%	0%	-	*	0%	-
% of Non-Participants	2017	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	N	N	N						N	N		n/a	0	5
Mathematics	Y	N	Y						Y			n/a	3	4
Writing												n/a	0	0
Science	Y	Y							Y			n/a	3	3
Social Studies	Y	N	Y						N			n/a	2	4
Total													8	16
Performance Status - Federal														

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	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	Y	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y		n/a		4	4	100
Total													10	10	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% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit Mathematics															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Total													18	26	69

+ 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	93	34	51	**	-	-	-	*	75	*	*	n/a
Total Tests	283	145	128	**	-	-	-	*	248	*	*	*
% at Approaches Grade Level Standard	33%	23%	40%	75%	-	-	-	*	30%	*	*	n/a
Mathematics												
# at Approaches Grade Level Standard	53	27	23	*	-	-	-	*	46	*	*	n/a
Total Tests	81	47	31	*	-	-	-	*	70	*	*	*
% at Approaches Grade Level Standard	65%	57%	74%	*	-	-	-	*	66%	*	*	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	48	27	**	*	-	-	-	-	41	*	*	n/a
Total Tests	70	44	**	*	-	-	-	-	61	*	*	*
% at Approaches Grade Level Standard	69%	61%	79%	*	-	-	-	-	67%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	58	20	36	*	-	-	-	*	48	*	*	n/a
Total Tests	97	44	50	*	-	-	-	*	83	*	*	*
% at Approaches Grade Level Standard	60%	45%	72%	*	-	-	-	*	58%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	466	228	216	14	*	*	-	*	326	33	n/a	28
Total Students	473	230	221	14	*	*	-	*	331	33	n/a	28
Participation Rate	99%	99%	98%	100%	*	*	-	*	98%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	152	80	62	6	-	*	-	*	95	16	n/a	11
Total Students	153	81	62	6	-	*	-	*	96	16	n/a	11
Participation Rate	99%	99%	100%	100%	-	*	-	*	99%	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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	12.9	76.5%	73.8%	74.5%
Masters	4.0	23.5%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	11.9%	15.0%	56.1%
2013-14	13.7%	15.7%	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	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		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: GARLAND CAN ACADEMY
Campus ID: 057804013
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 Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				State	District	Campus	American	Hispanic	White							
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																
End of Course																
English I	2017	61%	29%	26%	17%	23%	58%	*	*	*	*	26%	*	24%	28%	-
English II	2017	64%	36%	35%	30%	33%	64%	-	*	-	*	32%	*	36%	34%	-
Algebra I	2017	81%	56%	51%	35%	49%	63%	*	*	*	*	40%	55%	57%	51%	51%
Biology	2017	85%	62%	64%	50%	65%	88%	-	-	-	-	56%	61%	50%	55%	70%
U.S. History	2017	91%	77%	81%	79%	78%	100%	-	*	-	-	81%	*	75%	85%	-
All Grades																
All Subjects	2017	74%	49%	46%	38%	44%	74%	*	*	*	*	28%	47%	34%	44%	48%
Reading	2017	71%	33%	30%	23%	28%	61%	*	*	*	*	29%	*	29%	31%	-
Mathematics	2017	78%	56%	51%	35%	49%	63%	*	*	*	*	40%	55%	57%	51%	51%
Science	2017	78%	62%	64%	50%	65%	88%	-	-	-	-	56%	61%	50%	55%	70%
Social Studies	2017	76%	77%	81%	79%	78%	100%	-	*	-	-	81%	*	75%	85%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																
All Grades																
All Subjects	2017	44%	13%	11%	6%	9%	34%	*	*	*	*	4%	11%	2%	8%	13%
Reading	2017	43%	11%	9%	4%	9%	26%	*	*	*	*	9%	*	10%	9%	-
Mathematics	2017	45%	8%	2%	0%	2%	0%	*	*	*	*	0%	3%	0%	2%	2%
Science	2017	48%	12%	12%	0%	8%	63%	-	-	-	-	6%	11%	6%	14%	11%
Social Studies	2017	48%	24%	28%	29%	22%	55%	-	*	-	-	31%	*	7%	43%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																
All Grades																
All Subjects	2017	19%	1%	1%	0%	0%	12%	*	*	*	*	0%	1%	0%	0%	2%
Reading	2017	18%	0%	0%	0%	0%	4%	*	*	*	*	1%	*	0%	1%	-
Mathematics	2017	21%	1%	1%	0%	0%	0%	*	*	*	*	0%	2%	0%	2%	0%
Science	2017	19%	0%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%
Social Studies	2017	26%	5%	7%	0%	0%	45%	-	*	-	-	5%	*	0%	13%	-
STAAR Participation (All Grades)																
All Tests	2017	99%	99%	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%
Reading	2017	99%	99%	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%
Mathematics	2017	100%	99%	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%
Science	2017	99%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%

Social Studies 2017 98% 99% **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%	97%	97%	100%	96%	*	-	-	-	-	97%	96%	93%	100%	95%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	97%	100%	96%	*	-	-	-	-	97%	96%	93%	100%	95%	-
Accommodations																	
% STAAR/EOC With Accommodations	2017	73%	71%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	3%	0%	4%	*	-	-	-	-	3%	4%	7%	0%	5%	-
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
Accommodations																	
% STAAR/EOC With Accommodations	2017	74%	73%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% STAAR Alternate 2	2017	13%	0%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	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			n/a	0	3	0
Mathematics	Y								Y			n/a	2	2	100
Writing												n/a	0	0	
Science	Y								Y			n/a	2	2	100
Social Studies	Y								Y			n/a	2	2	100
Total													6	9	67
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N		n/a	n/a	n/a	n/a	N			n/a			
Mathematics	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	Y	n/a	Y	6	6	100
Mathematics	Y		Y						Y		n/a		3	3	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 Proficient	n/a														
Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
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													15	18	83

+ 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	32	8	18	5	*	*	-	-	28	*	*	n/a
Total Tests	95	24	58	9	*	*	-	-	83	*	*	*
% at Approaches Grade Level Standard	34%	33%	31%	56%	*	*	-	-	34%	*	*	n/a
Mathematics												
# at Approaches Grade Level Standard	23	*	13	*	*	-	-	-	20	*	5	n/a
Total Tests	36	*	22	*	*	-	-	-	33	*	8	8
% at Approaches Grade Level Standard	64%	*	59%	*	*	-	-	-	61%	*	63%	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	21	*	12	**	-	-	-	-	18	*	*	n/a
Total Tests	29	*	18	**	-	-	-	-	25	*	*	*
% at Approaches Grade Level Standard	72%	*	67%	100%	-	-	-	-	72%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	26	*	19	*	-	*	-	-	23	*	*	n/a
Total Tests	31	*	22	*	-	*	-	-	28	*	*	*
% at Approaches Grade Level Standard	84%	*	86%	*	-	*	-	-	82%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	240	52	155	22	*	*	*	*	142	39	n/a	41
Total Students	240	52	155	22	*	*	*	*	142	39	n/a	41
Participation Rate	100%	100%	100%	100%	*	*	*	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	95	20	59	8	*	*	*	*	65	20	n/a	21
Total Students	95	20	59	8	*	*	*	*	65	20	n/a	21
Participation Rate	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

	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	0.0	0.0%	0.4%	1.2%
Bachelors	9.9	62.5%	73.8%	74.5%
Masters	5.9	37.5%	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
Campus Name: HOUSTON CAN ACADEMY - HOBBY
Campus ID: 057804010
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	Ed Disadv	ELL	Female	Male	Migrant		
				State	District	Campus	American	Hispanic	White							Indian	Asian
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	29%	37%	46%	33%	*	-	-	*	*	35%	*	48%	32%	-	
	2016	63%	34%	41%	31%	47%	*	-	-	*	*	42%	30%	51%	34%	*	
English II	2017	64%	36%	38%	39%	38%	*	-	-	*	*	36%	*	40%	36%	-	
	2016	66%	36%	41%	28%	47%	*	-	-	*	*	42%	25%	53%	27%	*	
Algebra I	2017	81%	56%	57%	52%	58%	*	-	-	*	*	57%	50%	65%	52%	-	
	2016	76%	51%	47%	35%	52%	-	-	-	*	*	50%	44%	50%	45%	-	
Biology	2017	85%	62%	54%	64%	53%	-	-	*	*	*	49%	21%	61%	50%	*	
	2016	86%	66%	61%	50%	64%	*	-	-	*	*	64%	31%	63%	61%	-	
U.S. History	2017	91%	77%	83%	76%	84%	*	*	*	*	63%	83%	62%	79%	87%	-	
	2016	90%	74%	83%	76%	85%	*	-	-	*	*	83%	77%	83%	83%	*	
All Grades																	
All Subjects	2017	74%	49%	53%	54%	53%	54%	*	*	*	*	24%	52%	29%	59%	49%	*
	2016	74%	50%	55%	44%	60%	50%	-	-	*	*	22%	57%	44%	61%	50%	*
Reading	2017	71%	33%	38%	42%	36%	*	-	-	*	*	36%	12%	43%	34%	-	
	2016	72%	35%	41%	30%	47%	*	-	-	*	*	42%	27%	52%	31%	*	
Mathematics	2017	78%	56%	57%	52%	58%	*	-	-	*	*	57%	50%	65%	52%	-	
	2016	75%	51%	47%	35%	52%	-	-	-	*	*	50%	44%	50%	45%	-	
Science	2017	78%	62%	54%	64%	53%	-	-	*	*	*	49%	21%	61%	50%	*	
	2016	77%	66%	61%	50%	64%	*	-	-	*	*	64%	31%	63%	61%	-	
Social Studies	2017	76%	77%	83%	76%	84%	*	*	*	*	63%	83%	62%	79%	87%	-	
	2016	76%	74%	83%	76%	85%	*	-	-	*	*	83%	77%	83%	83%	*	
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	13%	13%	13%	23%	*	*	*	*	0%	12%	3%	17%	11%	*
	2016	42%	11%	12%	6%	14%	17%	-	-	*	*	2%	13%	8%	13%	11%	*
Reading	2017	43%	11%	15%	16%	14%	*	-	-	*	*	13%	3%	20%	12%	-	
	2016	42%	10%	13%	9%	14%	*	-	-	*	*	13%	11%	19%	7%	*	
Mathematics	2017	45%	8%	3%	4%	2%	*	-	-	*	*	3%	0%	4%	2%	-	
	2016	40%	6%	2%	0%	2%	-	-	-	*	*	2%	4%	0%	3%	-	
Science	2017	48%	12%	3%	0%	4%	-	-	*	*	*	3%	0%	3%	2%	*	
	2016	44%	10%	4%	0%	5%	*	-	-	*	*	4%	0%	6%	2%	-	
Social Studies	2017	48%	24%	24%	21%	24%	*	*	*	*	0%	20%	8%	26%	23%	-	
	2016	45%	19%	25%	12%	27%	*	-	-	*	*	26%	10%	16%	34%	*	
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	2%	1%	1%	0%	*	*	*	*	0%	2%	1%	3%	1%	*
	2016	17%	1%	1%	1%	1%	0%	-	-	*	*	0%	1%	1%	1%	1%	*
Reading	2017	18%	0%	1%	0%	0%	*	-	-	*	*	1%	0%	1%	0%	-	
	2016	16%	0%	0%	1%	0%	*	-	-	*	*	0%	0%	0%	1%	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ	Special Ed	Disadv	ELL	Female	Male	Migrant
Mathematics	2017	21%	1%	1%	4%	0%	*	-	-	-	*	*	*	1%	0%	2%	0%	-
	2016	17%	1%	0%	0%	0%	-	-	-	-	*	*	*	0%	0%	0%	0%	-
Science	2017	19%	0%	0%	0%	0%	-	-	*	-	*	*	*	0%	0%	0%	0%	*
	2016	15%	0%	0%	0%	0%	*	-	-	-	*	*	*	0%	0%	0%	0%	-
Social Studies	2017	26%	5%	5%	3%	6%	*	*	*	*	*	*	0%	4%	4%	6%	4%	-
	2016	21%	2%	3%	0%	5%	*	-	-	*	*	*	*	4%	3%	2%	4%	*

STAAR Participation (All Grades)

All Tests	2017	99%	99%	99%	100%	99%	100%	*	*	*	100%	100%	99%	99%	99%	99%	99%	*
	2016	99%	99%	99%	99%	98%	99%	100%	-	-	*	100%	96%	99%	99%	99%	99%	98%
Reading	2017	99%	99%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	99%	100%	*
	2016	99%	99%	98%	98%	98%	100%	-	-	-	*	95%	98%	97%	98%	98%	97%	*
Mathematics	2017	100%	99%	99%	100%	99%	*	-	-	-	*	*	100%	97%	100%	98%	98%	-
	2016	100%	99%	100%	100%	100%	-	-	-	-	*	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	98%	100%	96%	-	-	*	-	*	100%	97%	100%	100%	97%	98%	*
	2016	99%	99%	99%	96%	100%	*	-	-	-	*	91%	99%	100%	100%	100%	98%	-
Social Studies	2017	98%	99%	99%	100%	99%	*	*	*	*	*	100%	99%	96%	100%	99%	99%	-
	2016	98%	99%	99%	98%	100%	*	-	-	*	*	100%	99%	100%	100%	100%	99%	*

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%	*	*	100%	-	
% STAAR/EOC With No Accommodations	2017	13%	25%	77%	100%	60%	-	-	-	-	*	77%	77%	*	*	78%	-	
% STAAR/EOC With Accommodations	2017	73%	71%	23%	0%	40%	-	-	-	-	*	23%	23%	*	*	22%	-	
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	-	-	-	-	*	0%	0%	*	*	0%	-	
% of Non-Participants	2017	2%	3%	0%	0%	0%	-	-	-	-	*	0%	0%	*	*	0%	-	
Mathematics Tests																		
% of Participants	2017	99%	100%	*	*	*	-	-	-	-	-	*	*	*	*	*	-	
% STAAR/EOC With No Accommodations	2017	12%	27%	*	*	*	-	-	-	-	-	*	*	*	*	*	-	
% STAAR/EOC With Accommodations	2017	74%	73%	*	*	*	-	-	-	-	-	*	*	*	*	*	-	
% STAAR Alternate 2	2017	13%	0%	*	*	*	-	-	-	-	-	*	*	*	*	*	-	
% of Non-Participants	2017	1%	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	Y		Y						Y			n/a	3	3	100
Writing												n/a	0	0	
Science	Y		Y						N			n/a	2	3	67
Social Studies	Y	Y	Y						Y			n/a	4	4	100
Total													9	15	60
Performance Status - Federal															

	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
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/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	Y	5	5	100
Total													10	10	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% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Total															
Overall Total													19	25	76

+ 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	101	26	71	*	-	-	*	*	69	*	7	n/a
Total Tests	223	54	157	*	-	-	*	*	164	*	44	43
% at Approaches Grade Level Standard	45%	48%	45%	*	-	-	*	*	42%	*	16%	n/a
Mathematics												
# at Approaches Grade Level Standard	47	11	34	*	-	-	-	*	34	*	8	n/a
Total Tests	64	17	45	*	-	-	-	*	47	*	12	12
% at Approaches Grade Level Standard	73%	65%	76%	*	-	-	-	*	72%	*	67%	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	28	**	18	-	-	-	-	*	20	*	*	n/a
Total Tests	45	**	29	-	-	-	-	*	35	*	*	*
% at Approaches Grade Level Standard	62%	67%	62%	-	-	-	-	*	57%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	96	23	66	*	*	*	*	*	77	5	13	n/a
Total Tests	114	28	79	*	*	*	*	*	91	8	21	18
% at Approaches Grade Level Standard	84%	82%	84%	*	*	*	*	*	85%	63%	62%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	337	82	238	8	-	*	*	*	246	13	n/a	79
Total Students	338	82	239	8	-	*	*	*	246	13	n/a	79
Participation Rate	100%	100%	100%	100%	-	*	*	*	100%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	113	25	85	*	-	-	-	*	74	*	n/a	28
Total Students	114	25	86	*	-	-	-	*	74	*	n/a	29
Participation Rate	99%	100%	99%	*	-	-	-	*	100%	*	n/a	97%

* 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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	11.9	70.6%	73.8%	74.5%
Masters	4.9	29.4%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	18.9%	15.0%	56.1%
2013-14	12.6%	15.7%	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	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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: HOUSTON CAN ACADEMY - NORTH
Campus ID: 057804009
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	29%	28%	28%	28%	*	-	-	-	*	*	29%	19%	33%	24%	-
	2016	63%	34%	38%	46%	31%	*	-	-	-	-	*	38%	13%	47%	30%	-
English II	2017	64%	36%	29%	28%	32%	*	-	-	-	*	*	32%	16%	33%	26%	-
	2016	66%	36%	36%	27%	41%	*	-	-	-	-	*	35%	20%	45%	28%	-
Algebra I	2017	81%	56%	50%	52%	49%	*	-	-	-	*	*	53%	52%	59%	42%	-
	2016	76%	51%	39%	39%	38%	*	-	*	-	-	*	38%	40%	41%	37%	-
Biology	2017	85%	62%	64%	64%	65%	*	-	-	-	*	*	68%	71%	65%	63%	-
	2016	86%	66%	69%	67%	71%	*	-	-	-	-	*	68%	63%	68%	70%	-
U.S. History	2017	91%	77%	81%	86%	78%	*	-	-	-	-	71%	79%	64%	80%	83%	-
	2016	90%	74%	69%	68%	67%	*	-	*	-	-	*	69%	45%	68%	70%	-
All Grades																	
All Subjects	2017	74%	49%	45%	45%	45%	*	-	-	-	*	33%	46%	39%	50%	40%	-
	2016	74%	50%	47%	46%	47%	*	-	*	-	-	8%	47%	33%	52%	42%	-
Reading	2017	71%	33%	29%	28%	30%	*	-	-	-	*	24%	30%	18%	33%	25%	-
	2016	72%	35%	37%	37%	36%	*	-	-	-	-	*	37%	16%	46%	29%	-
Mathematics	2017	78%	56%	50%	52%	49%	*	-	-	-	*	*	53%	52%	59%	42%	-
	2016	75%	51%	39%	39%	38%	*	-	*	-	-	*	38%	40%	41%	37%	-
Science	2017	78%	62%	64%	64%	65%	*	-	-	-	*	*	68%	71%	65%	63%	-
	2016	77%	66%	69%	67%	71%	*	-	-	-	-	*	68%	63%	68%	70%	-
Social Studies	2017	76%	77%	81%	86%	78%	*	-	-	-	-	71%	79%	64%	80%	83%	-
	2016	76%	74%	69%	68%	67%	*	-	*	-	-	*	69%	45%	68%	70%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	9%	8%	10%	*	-	-	-	*	10%	9%	3%	11%	8%	-
	2016	42%	11%	9%	9%	9%	*	-	*	-	-	0%	9%	5%	11%	7%	-
Reading	2017	43%	11%	9%	7%	10%	*	-	-	-	*	14%	9%	4%	11%	7%	-
	2016	42%	10%	11%	11%	11%	*	-	-	-	-	*	11%	5%	15%	8%	-
Mathematics	2017	45%	8%	3%	1%	5%	*	-	-	-	*	*	3%	3%	5%	1%	-
	2016	40%	6%	1%	1%	1%	*	-	*	-	-	*	1%	0%	1%	1%	-
Science	2017	48%	12%	11%	11%	11%	*	-	-	-	*	*	11%	4%	10%	11%	-
	2016	44%	10%	10%	13%	9%	*	-	-	-	-	*	11%	4%	12%	9%	-
Social Studies	2017	48%	24%	20%	25%	17%	*	-	-	-	-	14%	19%	0%	16%	26%	-
	2016	45%	19%	11%	8%	14%	*	-	*	-	-	*	12%	15%	10%	12%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	1%	1%	1%	*	-	-	-	*	0%	1%	0%	1%	1%	-
	2016	17%	1%	0%	0%	1%	*	-	*	-	-	0%	0%	0%	0%	1%	-
Reading	2017	18%	0%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
	2016	16%	0%	0%	0%	0%	*	-	-	-	-	*	0%	0%	0%	0%	-

		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	21%	1%	2%	1%	2%	*	-	-	-	*	*	2%	0%	2%	1%	-
	2016	17%	1%	0%	0%	1%	*	-	*	-	-	*	1%	0%	0%	1%	-
Science	2017	19%	0%	0%	0%	0%	*	-	-	-	*	*	0%	0%	0%	0%	-
	2016	15%	0%	0%	0%	0%	*	-	-	-	-	*	0%	0%	0%	0%	-
Social Studies	2017	26%	5%	2%	3%	1%	*	-	-	-	-	0%	1%	0%	1%	3%	-
	2016	21%	2%	1%	0%	1%	*	-	*	-	-	*	1%	0%	0%	2%	-

STAAR Participation (All Grades)

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

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

Reading Tests																		
% of Participants	2017	98%	97%	94%	100%	90%	-	-	-	-	-	-	94%	97%	80%	100%	92%	-
% STAAR/EOC With No Accommodations	2017	13%	25%	10%	30%	0%	-	-	-	-	-	-	10%	10%	0%	0%	13%	-
% STAAR/EOC With Accommodations	2017	73%	71%	84%	70%	90%	-	-	-	-	-	-	84%	86%	80%	100%	79%	-
% STAAR Alternate 2	2017	12%	0%	0%	0%	0%	-	-	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	6%	0%	10%	-	-	-	-	-	-	6%	3%	20%	0%	8%	-
Mathematics Tests																		
% of Participants	2017	99%	100%	100%	100%	100%	-	-	-	-	-	-	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	7%	20%	0%	-	-	-	-	-	-	7%	7%	0%	*	0%	-
% STAAR/EOC With Accommodations	2017	74%	73%	93%	80%	100%	-	-	-	-	-	-	93%	93%	100%	*	100%	-
% STAAR Alternate 2	2017	13%	0%	0%	0%	0%	-	-	-	-	-	-	0%	0%	0%	*	0%	-
% of Non-Participants	2017	1%	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						N	N	N	n/a	0	5	0
Mathematics	N	N	N						N	N	N	n/a	0	5	0
Writing												n/a	0	0	
Science	Y	Y	Y						Y	Y	Y	n/a	4	4	100
Social Studies	Y	Y	Y						Y	Y	Y	n/a	4	4	100
Total													8	18	44
Performance Status - Federal															

	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
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	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		n/a	Y	5	5	100
Total													11	11	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% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit Mathematics															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Total															
Overall Total													19	29	66

+ 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	121	**	70	-	-	-	-	*	111	6	15	n/a
Total Tests	394	**	219	-	-	-	-	*	360	20	75	73
% at Approaches Grade Level Standard	31%	29%	32%	-	-	-	-	*	31%	30%	20%	n/a
Mathematics												
# at Approaches Grade Level Standard	79	38	40	*	-	-	-	*	75	*	16	n/a
Total Tests	142	64	76	*	-	-	-	*	134	*	30	29
% at Approaches Grade Level Standard	56%	59%	53%	*	-	-	-	*	56%	*	53%	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	67	**	44	*	-	-	-	-	61	*	17	n/a
Total Tests	93	**	59	*	-	-	-	-	86	*	22	21
% at Approaches Grade Level Standard	72%	67%	75%	*	-	-	-	-	71%	*	77%	n/a
Social Studies												
# at Approaches Grade Level Standard	98	43	55	-	-	-	-	-	82	*	13	n/a
Total Tests	120	51	69	-	-	-	-	-	103	*	21	20
% at Approaches Grade Level Standard	82%	84%	80%	-	-	-	-	-	80%	*	62%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	547	241	300	*	-	-	-	*	477	31	n/a	91
Total Students	552	245	301	*	-	-	-	*	481	31	n/a	91
Participation Rate	99%	98%	100%	*	-	-	-	*	99%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	196	91	103	*	-	-	-	*	169	14	n/a	33
Total Students	196	91	103	*	-	-	-	*	169	14	n/a	33
Participation Rate	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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	19.5	100.0%	73.8%	74.5%
Masters	0.0	0.0%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	20.8%	15.0%	56.1%
2013-14	13.3%	15.7%	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	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		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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

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 Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
				State	District	Campus	American	Hispanic	White								Indian
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) +	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
Campus Name: SAN ANTONIO CAN ACADEMY
Campus ID: 057804011
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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					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%	26%	*	27%	*	-	-	-	*	*	28%	20%	30%	23%	-
	2016	63%	34%	41%	*	40%	*	-	*	-	*	*	42%	29%	50%	33%	*
English II	2017	64%	36%	49%	88%	46%	*	-	-	-	*	*	50%	*	56%	41%	*
	2016	66%	36%	45%	*	46%	*	-	-	-	*	*	45%	28%	46%	45%	*
Algebra I	2017	81%	56%	35%	*	34%	*	-	-	-	*	*	38%	40%	39%	32%	-
	2016	76%	51%	46%	*	45%	*	-	*	-	*	16%	46%	29%	54%	38%	*
Biology	2017	85%	62%	49%	*	50%	*	-	-	-	*	*	47%	39%	52%	43%	-
	2016	86%	66%	62%	*	61%	*	-	-	-	-	39%	64%	48%	63%	61%	-
U.S. History	2017	91%	77%	90%	100%	89%	*	-	-	*	*	58%	88%	70%	90%	91%	*
	2016	90%	74%	80%	*	79%	*	-	*	-	-	31%	79%	67%	76%	84%	*
All Grades																	
All Subjects	2017	74%	49%	47%	75%	46%	42%	-	-	*	*	17%	46%	32%	52%	41%	*
	2016	74%	50%	52%	62%	52%	60%	-	*	-	*	18%	53%	37%	57%	48%	*
Reading	2017	71%	33%	36%	75%	36%	*	-	-	-	*	*	37%	18%	42%	31%	*
	2016	72%	35%	43%	50%	43%	50%	-	*	-	*	8%	44%	28%	48%	39%	*
Mathematics	2017	78%	56%	35%	*	34%	*	-	-	-	*	*	38%	40%	39%	32%	-
	2016	75%	51%	46%	*	45%	*	-	*	-	*	16%	46%	29%	54%	38%	*
Science	2017	78%	62%	49%	*	50%	*	-	-	-	*	*	47%	39%	52%	43%	-
	2016	77%	66%	62%	*	61%	*	-	-	-	-	39%	64%	48%	63%	61%	-
Social Studies	2017	76%	77%	90%	100%	89%	*	-	-	*	*	58%	88%	70%	90%	91%	*
	2016	76%	74%	80%	*	79%	*	-	*	-	-	31%	79%	67%	76%	84%	*
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	13%	16%	33%	16%	16%	-	-	*	*	2%	16%	1%	17%	15%	*
	2016	42%	11%	15%	19%	14%	13%	-	*	-	*	2%	14%	4%	14%	15%	*
Reading	2017	43%	11%	16%	33%	16%	*	-	-	-	*	*	16%	0%	19%	13%	*
	2016	42%	10%	15%	8%	16%	10%	-	*	-	*	3%	15%	5%	15%	16%	*
Mathematics	2017	45%	8%	5%	*	5%	*	-	-	-	*	*	5%	0%	8%	2%	-
	2016	40%	6%	5%	*	5%	*	-	*	-	*	0%	5%	0%	7%	4%	*
Science	2017	48%	12%	7%	*	7%	*	-	-	-	*	*	8%	0%	4%	11%	-
	2016	44%	10%	6%	*	4%	*	-	-	-	-	0%	6%	0%	6%	7%	-
Social Studies	2017	48%	24%	41%	80%	39%	*	-	-	*	*	17%	36%	10%	37%	48%	*
	2016	45%	19%	30%	*	30%	*	-	*	-	-	6%	31%	13%	24%	39%	*
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	1%	2%	8%	2%	0%	-	-	*	*	1%	2%	0%	2%	2%	*
	2016	17%	1%	1%	0%	1%	0%	-	*	-	*	0%	1%	0%	2%	1%	*
Reading	2017	18%	0%	1%	0%	1%	*	-	-	-	*	*	0%	0%	1%	0%	*
	2016	16%	0%	1%	0%	1%	0%	-	*	-	*	0%	0%	0%	1%	0%	*

		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	21%	1%	0%	*	0%	*	-	-	-	*	*	0%	0%	0%	0%	-
	2016	17%	1%	1%	*	1%	*	-	*	-	*	0%	1%	0%	2%	0%	*
Science	2017	19%	0%	0%	*	0%	*	-	-	-	*	*	0%	0%	0%	0%	-
	2016	15%	0%	1%	*	1%	*	-	-	-	-	0%	0%	0%	2%	0%	-
Social Studies	2017	26%	5%	11%	40%	11%	*	-	-	*	*	8%	11%	0%	10%	14%	*
	2016	21%	2%	4%	*	4%	*	-	*	-	-	0%	4%	0%	3%	5%	*

STAAR Participation (All Grades)

All Tests	2017	99%	99%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	99%	100%	100%
	2016	99%	99%	99%	99%	96%	99%	100%	-	*	-	*	100%	100%	99%	100%	99%
Reading	2017	99%	99%	99%	99%	100%	99%	100%	-	-	-	100%	100%	100%	99%	100%	*
	2016	99%	99%	99%	99%	92%	99%	100%	-	*	-	*	100%	99%	98%	99%	99%
Mathematics	2017	100%	99%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
	2016	100%	99%	99%	99%	100%	99%	*	-	*	-	*	100%	100%	100%	100%	99%
Science	2017	99%	99%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
Social Studies	2017	98%	99%	100%	100%	100%	*	-	-	*	*	100%	100%	100%	100%	100%	*
	2016	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%	97%	-	97%	-	-	-	-	*	97%	100%	89%	100%	96%	*
% STAAR/EOC With No Accommodations	2017	13%	25%	44%	-	47%	-	-	-	-	*	44%	44%	33%	46%	43%	*
% STAAR/EOC With Accommodations	2017	73%	71%	53%	-	50%	-	-	-	-	*	53%	56%	56%	54%	52%	*
% STAAR Alternate 2	2017	12%	0%	0%	-	0%	-	-	-	-	*	0%	0%	0%	0%	0%	*
% of Non-Participants	2017	2%	3%	3%	-	3%	-	-	-	-	*	3%	0%	11%	0%	4%	*
Mathematics Tests																	
% of Participants	2017	99%	100%	100%	-	100%	-	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	27%	41%	-	43%	-	-	-	-	*	41%	47%	*	40%	42%	-
% STAAR/EOC With Accommodations	2017	74%	73%	59%	-	57%	-	-	-	-	*	59%	53%	*	60%	58%	-
% STAAR Alternate 2	2017	13%	0%	0%	-	0%	-	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	1%	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	n/a	0	4	0	
Mathematics	N		N									N	n/a	0	3	0
Writing													n/a	0	0	
Science	Y		Y						Y				n/a	3	3	100
Social Studies	Y		Y						Y				n/a	3	3	100
Total													6	13	46	
Performance Status - Federal																

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	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		n/a		3	3	100
Total													8	8	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% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Mathematics															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Cap Limit															
Total													14	21	67

+ 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	95	7	86	*	-	-	-	*	75	*	12	n/a
Total Tests	212	8	197	*	-	-	-	*	161	*	39	37
% at Approaches Grade Level Standard	45%	88%	44%	*	-	-	-	*	47%	*	31%	n/a
Mathematics												
# at Approaches Grade Level Standard	34	*	31	-	-	-	-	*	28	*	7	n/a
Total Tests	74	*	71	-	-	-	-	*	61	*	15	13
% at Approaches Grade Level Standard	46%	*	44%	-	-	-	-	*	46%	*	47%	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	39	*	**	-	-	-	-	-	29	*	6	n/a
Total Tests	62	*	**	-	-	-	-	-	48	*	12	12
% at Approaches Grade Level Standard	63%	*	62%	-	-	-	-	-	60%	*	50%	n/a
Social Studies												
# at Approaches Grade Level Standard	80	5	72	*	-	-	*	-	54	6	7	n/a
Total Tests	88	5	80	*	-	-	*	-	61	10	10	8
% at Approaches Grade Level Standard	91%	100%	90%	*	-	-	*	-	89%	60%	70%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	354	12	321	10	-	-	-	5	242	36	n/a	54
Total Students	356	12	323	10	-	-	-	5	243	36	n/a	54
Participation Rate	99%	100%	99%	100%	-	-	-	100%	100%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Mathematics: 2016-2017 Assessments												
Number Participating	140	5	131	*	-	-	-	*	100	22	n/a	20
Total Students	140	5	131	*	-	-	-	*	100	22	n/a	20
Participation Rate	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

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 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 Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.4%	1.2%
Bachelors	9.9	62.9%	73.8%	74.5%
Masters	5.8	37.1%	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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	18.2%	15.0%	56.1%
2013-14	19.8%	15.7%	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	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		

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	National School Lunch Program	19	81	30	2
		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