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

District Name: FARWELL ISD District ID: 185902

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	Regior 16		African American	Hispanio	c White	American Indian				Special Ed		ELL	Female	Male	Migrant
STAAR Percent at	or Abo	ve App	roach	es Grade	Level (20	17) or L	evel II S	Satisfactor	y Stan	dard (20	16)						
Grade 3																	
Reading	2017 2016		73% 73%	70% 52%	-	55% 42%	85% 67%	-	-	-	-	*	63% 42%	*	67% 76%	72% 36%	*
Mathematics	2017 2016		78% 78%	68% 55%	-	60% 42%	75% 72%	-	-	-	-	*	63% 42%	*	53% 71%	76% 44%	*
Grade 4																	
Reading	2017 2016		70% 76%	37% 72%	-	27% 61%	50% 83%	-	- -	-	-	*	33% 64%	*	53% 67%	* 76%	*
Mathematics	2017 2016		77% 75%	87% 78%	-	82% 83%	94% 72%	-	-	-	-	*	83% 68%	64%	95% 87%	79% 71%	* -
Writing	2017 2016		64% 70%	37% 58%	-	32% 61%	44% 56%	-	-	-	-	*	38% 45%	*	63% 73%	* 48%	*
Grade 5																	
Reading	2017 2016		83% 81%	72% 79%	- -	71% 71%	72% 84%	-	-	-	-	*	67% 67%	* 50%	70% 88%	74% 71%	*
Mathematics	2017 2016	86% 85%	91% 89%	92% 88%	-	90% 83%	94% 91%	-	-	-	-	83%	96% 79%	83% 80%	90% 92%	95% 84%	*
Science	2017 2016		76% 73%	82% 88%	-	86% 83%	78% 94%	-	-	-	-	*	79% 81%	* 70%	75% 84%	89% 93%	*
Grade 6																	
Reading	2017 2016	67% 68%	69% 68%	70% 66%	-	57% 63%	81% 68%	-	-	-	-	*	59% 64%	*	79% 73%	63% 63%	*
Mathematics	2017 2016		79% 73%	74% 79%	-	61% 74%	84% 84%	-	-	-	-	*	67% 68%	67% 67%	71% 73%	77% 81%	* -
Grade 7																	
Reading	2017 2016		71% 67%	83% 77%	-	79% 82%	88% 71%	-	-	-	- *	*	82% 79%	56% 100%	78% 80%	85% 75%	*
Mathematics	2017 2016		69% 67%	69% 55%	-	63% 45%	76% 67%	-	-	-	- *	*	59% 46%	*	56% 50%	74% 58%	* -
Writing	2017 2016	68% 68%	66% 67%	81% 77%	-	74% 73%	88% 80%	-	-	-	- *	*	77% 71%	56% 100%	78% 90%	81% 65%	*
Grade 8																	
Reading	2017 2016	84% 85%	84% 85%	89% 88%	-	92% 82%	86% 95%	-	-	-	*	*	90% 83%	100%	95% 90%	85% 87%	*
Mathematics	2017 2016		87% 82%	83% 84%	-	79% 86%	91% 81%	-	-	-	*	*	84% 83%	100%	86% 90%	81% 78%	*
Science	2017 2016		73% 71%	72% 88%	- -	67% 77%	82% 100%	-	-	-	*	*	71% 78%	*	71% 95%	73% 83%	*
Social Studies	2017 2016	62% 62%	57% 59%	47% 63%	-	33% 64%	64% 62%	-	-	-	*	*	39% 57%	*	38% 70%	54% 57%	*
End of Course																	
English I	2017 2016		60% 61%	81% 79%	-	76% 81%	87% 76%	-	-	-	-	*	74% 72%	*	90% 84%	74% 76%	*
English II	2017	64%	62%	74%	-	71%	76%	-	-	-	-	*	75%	*	76%	71%	-

												Two or						
	2016	State 66%	<b>Regior 16</b> 66%		Afri ct Amei	ricanHi	spanio 83%		Americar Indian -		Pacific Islander				ELL *	Female 87%	<b>Male</b> 77%	Migrant *
Algebra I		81% 76%	84% 78%	95% 84%	-		100% 91%	91% 77%	-	-	-	-	*	100% 83%	*	90% 86%	100% 83%	*
Biology		85% 86%	86% 88%	93% 86%	-		91% 86%	95% 86%	-	-	-	-	*	92% 83%	*	95% 85%	92% 87%	*
U.S. History		91% 90%	89% 89%	95% 98%	-		95% 100%	94% 95%	-	-	- -	-	*	95% 100%	*	94% 96%	95% 100%	- *
All Grades All Subjects		74%	75%	75%	-		70%	81%	-	-	-	*	41%	72%	50%	76%	74%	36%
Reading	2017	74% 71%	74% 71%	77% 73%	-		74% 66%	80% 79%	-	-	-	*	31% 25%	71% 68%	55% 40%	82% 77%	73% 70%	64%
Mathematics		72% 78%	72% 81%	75% 81%	-		72% 77%	78% 86%	-	-	-	*	23% 59%	69% 79%	48% 67%	82% 80%	70% 82%	60% 56%
Writing	2016	75% 66%	78% 65%	75% 58%	-	. '	72% 51%	79% 67%	-	-	-	*	30%	67% 57%	59% 35%	79% 68%	72% 52%	56%
Ŭ	2016	68%	68%	68%	-	. (	68%	68%	-	-	-	*	*	60%	67%	83%	57%	-
Science		78% 77%	78% 77%	82% 87%	-		81% 82%	85% 93%	-	-	-	-	50% 62%	80% 81%	53% 65%	81% 88%	84% 88%	*
Social Studies		76% 76%	73% 74%	68% 83%	-		61% 87%	77% 78%	-	-	-	+	38%	60% 84%	*	64% 84%	71% 82%	*
STAAR Percent at	Meets	Grade	Level (	(2017) (	or Final	l Level I	II Stan	dard (2	016)									
All Grades All Subjects		44% 42%	42% 40%	42% 41%	-		35% 35%	49% 47%	-	-	- -	*	14% 3%	36% 32%	13% 13%	47% 46%	38% 37%	12% 16%
Reading		43% 42%	41% 39%	42% 40%	-		36% 34%	48% 47%	-	-	-	*	13% 3%	38% 31%	9% 6%	50% 49%	36% 33%	* 10%
Mathematics		45% 40%	46% 40%	43% 39%	-		35% 32%	51% 47%	-	-	- -	*	15% 3%	36% 31%	17% 22%	46% 40%	40% 39%	11% 11%
Writing		36% 39%	32% 37%	23% 32%	-		20% 28%	27% 37%	-	-	-	- *	*	15% 22%	5% 22%	32% 49%	17% 18%	*
Science		48% 44%	46% 42%	54% 45%	-		47% 37%	63% 53%	-	-	- -	*	17% 8%	49% 33%	29% 12%	55% 48%	54% 43%	*
Social Studies		48% 45%	43% 39%	39% 51%	-		32% 52%	49% 51%	- -	-	- -	*	15%	30% 47%	*	36% 49%	42% 54%	*
STAAR Percent at	Master	s Gra	de Leve	el (2017	) or Le	vel III A	dvanc	ed (201	6)									
All Grades All Subjects		19%	17%	16%	-		12%	20%	-	-	-	*	2%	11%	1%	20%	13%	8%
Reading	2017	17% 18% 16%	14% 16% 14%	14% 16% 14%			10% 9% 8%	20% 23% 22%	-	-	-	*	1% 3% 0%	9% 10% 7%	2% 2% 0%	16% 23% 18%	13% 11% 12%	0% * 0%
Mathematics	2017		20% 16%	17% 14%	-		16% 11%	19% 18%	-	-	- -	*	3% 0%	14% 10%	2% 4%	20% 13%	15% 15%	11% 0%
Writing	2017		8% 11%	3% 5%	-	•	2% 5%	3% 5%	-	-	-	- *	*	2% 2%	0% 11%	4% 11%	2% 0%	*
Science	2017		16% 13%	20% 15%			21% 9%	19% 22%	-	-	-	*	0% 8%	15% 9%	0% 0%	19% 15%	20% 16%	*
Social Studies	2017		21% 16%	14% 22%	-		5% 18%	26% 27%	-	-	- -	*	0%	6% 18%	*	18% 20%	11% 23%	*
STAAR Participation	on (All	Grade	s)															
All Tests				99% 99%	100% 99%	100% 100%	-	100% 100%	100% 100%						00% 00%		100% 100%	100% 100%

Reading	2017	99%	100%	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
	2016	99%	99%	100%	-	100%	99%	-	-	-	*	100%	100%	100%	99%	100%	100%
Mathematics	2017	100%	100%	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
	2016	100%	100%	100%	-	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Writing	2017	100%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	*
	2016	99%	99%	100%	-	100%	100%	-	-	-	•	100%	100%	100%	100%	100%	-
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%	*
	2016	98%	99%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	
STAAR Participation Results	by Ass	essmen	t Type f	for Stude	ents	Served i	n Specia	l Edu	ıcatio	n Set	tings	(All Gra	des)				
Reading Tests							·	ıl Edu	ıcatio	n Set	tings	•	,	4000/	000/	1000	_
•	2017	essmen 98%	99%	for Stude	ents :	Served i 95%	n Specia	ıl Edu -	icatio -	n Set	tings *	98%	<b>des)</b> 96%	100%	92%	100%	*
Reading Tests % of Participants % STAAR/EOC With No Accommodations							·	ıl Edu - -	icatio - -	n Set	tings * *	•	,	100% 13%	92% 0%	100% 7%	*
Reading Tests % of Participants % STAAR/EOC With No	2017	98%	99%	98%	-	95%	100%	- - -	catio - - -	n Set	tings * *	98%	96%				
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2	2017 2017 2017 2017	98% 13% 73% 12%	99% 8% 80% 10%	98% 5% 88% 5%	-	95% 5% 91% 0%	100% 6% 83% 11%	- - - -	- - - -	n Set	* * *	98% 5% 88% 5%	96% 4% 85% 8%	13% 88% 0%	0% 92% 0%	7% 86% 7%	*
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations	2017 2017 2017	98% 13% 73%	99% 8% 80%	98% 5% 88%	-	95% 5% 91%	100% 6% 83%	- - - - -	- - - - -	- - - - -	*	98% 5% 88%	96% 4% 85%	13% 88%	0% 92%	7% 86%	*
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2 % of Non-Participants Mathematics Tests	2017 2017 2017 2017 2017	98% 13% 73% 12% 2%	99% 8% 80% 10% 1%	98% 5% 88% 5% 2%	-	95% 5% 91% 0% 5%	100% 6% 83% 11% 0%	- - - - -	- - - - -	- - - - -	* * *	98% 5% 88% 5% 2%	96% 4% 85% 8% 4%	13% 88% 0% 0%	0% 92% 0% 8%	7% 86% 7% 0%	* * *
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2 % of Non-Participants  Mathematics Tests % of Participants	2017 2017 2017 2017	98% 13% 73% 12%	99% 8% 80% 10%	98% 5% 88% 5%	-	95% 5% 91% 0%	100% 6% 83% 11%	- - - - -	- - - - -		* * *	98% 5% 88% 5%	96% 4% 85% 8%	13% 88% 0% 0%	0% 92% 0% 8%	7% 86% 7% 0%	* * *
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2 % of Non-Participants  Mathematics Tests % of Participants % STAAR/EOC With No Accommodations	2017 2017 2017 2017 2017	98% 13% 73% 12% 2%	99% 8% 80% 10% 1%	98% 5% 88% 5% 2%	-	95% 5% 91% 0% 5%	100% 6% 83% 11% 0%	- - - - -	- - - - - -		* * *	98% 5% 88% 5% 2%	96% 4% 85% 8% 4%	13% 88% 0% 0%	0% 92% 0% 8%	7% 86% 7% 0%	* * *
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2 % of Non-Participants  Mathematics Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With	2017 2017 2017 2017 2017 2017 2017	98% 13% 73% 12% 2% 99% 12%	99% 8% 80% 10% 1% 99% 8%	98% 5% 88% 5% 2% 100% 32%	-	95% 5% 91% 0% 5% 100% 37%	100% 6% 83% 11% 0% 100% 21%	- - - - -	- - - - - -		* * *	98% 5% 88% 5% 2% 100% 32%	96% 4% 85% 8% 4% 100% 33%	13% 88% 0% 0% 100% 57%	0% 92% 0% 8% 100% 30%	7% 86% 7% 0% 100% 33%	* * * *
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2 % of Non-Participants  Mathematics Tests % of Participants % STAAR/EOC With No Accommodations	2017 2017 2017 2017 2017 2017	98% 13% 73% 12% 2%	99% 8% 80% 10% 1%	98% 5% 88% 5% 2%	-	95% 5% 91% 0% 5%	100% 6% 83% 11% 0%	- - - - - -	- - - - - -		* * * * * *	98% 5% 88% 5% 2%	96% 4% 85% 8% 4%	13% 88% 0% 0% 100%	0% 92% 0% 8%	7% 86% 7% 0%	* * * *

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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.

								T			F1.1				Percent of
	All	African			American		Pacific	Two or More	Econ		ELL (Current &				Eligible Measures
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	+	Met	Eligible	Met
Performance Status	- State														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ		Υ	Υ					Υ	N	N	n/a	4	6	67
Mathematics	Υ		Υ	Υ					Υ	N	Υ	n/a	5	6	83
Writing	N		N	Υ					N			n/a	1	4	25
Science	Υ		Υ	Υ					Υ			n/a	4	4	100
Social Studies	Υ		Υ	Υ					Υ			n/a	4	4	100
Total													18	24	75
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	Ν	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	Υ		Υ	Υ					Υ	Υ	n/a	Υ	6	6	100
Mathematics	Υ		Υ	Υ					Υ	Υ	n/a	Υ	6	6	100
Total													12	12	100
Federal Graduation S	Status (Tarq	et: See Rea	son Codes	)											
Graduation Targe				,							n/a		1	1	100
Met															
Reason Code ***	а														
Total													1	1	100
1															

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

<sup>?&#</sup>x27; Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

						Two or	,		ELL				Percent of Eligible
	All	African	American	1	Pacific			Special	(Current &	ELL	Total	Total	
	Students	American Hispanic White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	+	Met	Eligible	Met
District: Met Federal	Limits on A	Iternative Assessments											
Reading													
Alternate 1%	Υ												
Number	*												
Proficient													
Total Federal	*												
Cap Limit													
Mathematics													
Alternate 1%	Υ												
Number	*												
Proficient													
Total Federal	*												
Cap Limit													
Total											1	1	100
Overall Total											32	38	84

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

All	African							_			
Students	American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	(Current & Monitored)	ELL (Current)
227		**	130				*	120	10	25	n/a
231	-		130	-	-	-		120	10	23	II/a
220		**	400					407	40	<b>-</b> 7	51
				-	-	-					
73%	-	65%	80%	-	-	-	=	68%	25%	44%	n/a
233	-	**	125	-	-	-	*	131	20	38	n/a
	-	**		-	-	-	*				46
82%	-	78%	86%	-	-	-	*	80%	59%	73%	n/a
41	_	19	22	_	-	_	-	24	*	7	n/a
69	_	36	33	_	_	_	_	41	*	18	18
									*		n/a
3970	-	JJ /6	07 /0	-	-	-	-	J9 /0		39 /0	II/a
405		**	<b>-</b> 20					00	0	4.5	/
105	-		53	-	-	-		63	9	15	n/a
				-	-	-					14
85%	-	84%	87%	-	-	-	*	84%	50%	75%	n/a
57	-	**	30	-	-	-	*	30	5	5	n/a
82	-	**	39	-	-	-	*	48	13	12	*
	_	64%		_	_	_	*				n/a
. 0 / 0		0.70	,0					00,0	3373	,,	
344	-	179	**	-	-	-	*	203	41	n/a	60
344	-	179	**	-	-	-	*	203	41	n/a	60
100%	-	100%	100%	-	-	-	*	100%	100%	n/a	100%
ments										-	
298	-	151	**	-	-	-	*	176	34	n/a	52
	_		**	_	_	_	*				52
			100%	_	_	_	*				100%
10070	-	100 /0	100 /0	-	-	-		100 /0	10070	11/4	100 /0
	82 70% ts 344 344 100% ments	326 73%  - 233  - 284 - 82%  - 41 - 69 - 59% -  105 - 124 - 85% -  57 - 82 - 70% -  ts  344 - 100% - ments 298 - 298 - 298 -	326 - ** 73% - 65%  233 - ** 284 - ** 82% - 78%  41 - 19 69 - 36 59% - 53%  105 - ** 124 - ** 85% - 84%  57 - ** 82 - ** 70% - 64%  ts  344 - 179 100% - 100% ments 298 - 151 298 - 151	326 - ** 163 73% - 65% 80%  233 - ** 125 284 - ** 145 82% - 78% 86%  41 - 19 22 69 - 36 33 59% - 53% 67%  105 - ** 53 124 - ** 61 85% - 84% 87%  57 - ** 30 82 - ** 39 70% - 64% 77%  ts  344 - 179 77%  ts  344 - 179 344 100% - 100% 100%  ments 298 - 151 ** 298 - 151 **	326 - ** 163	326 - ** 163	326 - ** 163	326 - ** 163 * * 73% - 65% 80% *  233 - ** 125 *  284 - ** 145 * 82% - 78% 86% *  41 - 19 22 *  69 - 36 33 *  59% - 53% 67% *  105 - ** 53 *  124 - * 61 * 85% - 84% 87% *  57 - * 30 *  57 - * 30 *  57 - * 30 *  57 - * 30 *  57 - * 30 *  57 - * 30 *  57 - * 30 *  57 - * 30 *  57 - * 30 *  82 - * 39 *  70% - 64% 77% *  *  **  **  **  **  **  **  **	326 - ** 163 * 187 73% - 65% 80% * 68%  233 - ** 125 * 131  284 - ** 145 * 164 82% - 78% 86% * 80%  41 - 19 22 24  69 - 36 33 41 59% - 53% 67% 59%  105 - ** 53 41 85% - 84% 87% * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 84%  57 - * 30 * 30  82 - * 344 - 179 ** * 63%  58 84% 100%  59 100% 100%  59 * 100%  100%  100%  100%  100%  100%  100%  100%  100%  100%  100%  176	326 - ** 163 * 187 40 73% - 65% 80% * 68% 25%  233 - ** 125 * 131 20  284 - ** 145 * 164 34 82% - 78% 86% * 80% 59%  41 - 19 22 24 * 69 - 36 33 41 * 59% - 53% 67% 59% *  105 - ** 53 41 * 85% - 84% 87% * 63 9  124 - ** 61 * 75 18 85% - 84% 87% * 84% 50%  57 - * 30 * 84% 50%  57 - * 30 * 84% 50%  57 - * 30 * 84% 50%  58 2 - * 39 * 48 13 70% - 64% 77% * 63% 38%  ts  344 - 179 ** * 203 41 100% - 100% 100% * 100% 100%  ments 298 - 151 ** * 176 34 298 - 151 ** * 176 34	326 - ** 163 * 187 40 57 73% - 65% 80% * 68% 25% 44%  233 - ** 125 * 131 20 38  284 - ** 145 * 164 34 52 82% - 78% 86% * 80% 59% 73%  41 - 19 22 24 * 7  69 - 36 33 41 * 18  59% - 53% 67% 59% * 39%  105 - ** 53 59% * 39%  105 - ** 61 * 59% * 39%  105 - ** 61 * 75 18 20 85% - 84% 87% * 84% 50% 75%  57 - ** 30 * 84% 50% 75%  57 - ** 30 * 84% 50% 75%  582 - * 39 * 84% 50% 75%  582 - * 39 * 84% 13 12 70% - 64% 77% * 63% 38% 42%  105 - * 179 ** * 63% 38% 42%  106 - 64% 77% * 63% 38% 42%  107 - 100% 100% * 100% 100% 100% 100% 100%  108 - 151 ** * 176 34 1/a 298 - 151 ** * 176 34 1/a 298 - 151 ** * 176 34 1/a 298 - 151 ** * 176 34 1/a

Indicates results are masked due to small numbers to protect student confidentiality.

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<sup>\*\*\*</sup> 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.

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.

								Two or				_
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current
Federal Graduation Rates												
4-year Longitudinal Cohort Grad	uation Rate	(Gr 9-12): Cl	ass of 2016									
Number Graduated	37	- '	20	17	-	-	-	-	17	-	*	n/a
Total in Class	40	-	23	17	-	-	-	-	19	-	*	*
Graduation Rate	92.5%	-	87.0%	100.0%	-	-	-	-	89.5%	-	*	n/a
4-year Longitudinal Cohort Grad	uation Rate	(Gr 9-12): Cl	ass of 2015									
Number Graduated	25	- '	13	12	-	-	-	-	9	*	-	n/a
Total in Class	26	-	14	12	-	-	-	-	10	*	-	-
Graduation Rate	96.2%	-	92.9%	100.0%	-	-	-	-	90.0%	*	-	n/a
5-year Extended Graduation Rate	(Gr 9-12): C	Class of 201	5									
Number Graduated	27	-	15	12	-	-	-	-	11	*	-	n/a
Total in Class	27	-	15	12	-	-	-	-	11	*	-	-
Graduation Rate	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	*	-	n/a

## District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient \*
Total Federal Cap Limit \*

Mathematics

Number Proficient 7
Total Federal Cap Limit 7

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
0.0	0.0%	4,333.3	1.2%
47.0	89.0%	262,745.0	74.5%
5.8	11.0%	83,426.6	23.6%
0.0	0.0%	2,251.2	0.6%
		, -	
	0.0 47.0 5.8	0.0 0.0% 47.0 89.0% 5.8 11.0%	Number         Percent         Number           0.0         0.0%         4,333.3           47.0         89.0%         262,745.0           5.8         11.0%         83,426.6

#### 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 16	State
2014-15	40.0%	54.8%	56.1%
2013-14	51.5%	56.0%	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

				%	%	%
	0	Otrada at Organia	% Dalam Basis	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	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 2 2
Grade 8	Reading	Overall	28	72	28	2
	<b>.</b>	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

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

Subject	Student Group	%
Reading	Students with Disabilities	72
	Limited English Proficient	92
Mathematics	Students with Disabilities	80
	Limited English Proficient	95
Reading	Students with Disabilities	81
	Limited English Proficient	95
Mathematics	Students with Disabilities	81
	Limited English Proficient	90
	Reading  Mathematics  Reading	Reading Students with Disabilities Limited English Proficient  Mathematics Students with Disabilities Limited English Proficient  Reading Students with Disabilities Limited English Proficient  Mathematics Students with Disabilities

Source: TEA Division of Student Assessment