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

Campus Name: VALLEY SCHOOL
Campus ID: 096905001
District Name: TURKEY-QUITAQUE ISD

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.

		Stato	District	Campus	African Americanl	∐ienani	c White	American		Pacific		Special Ed		E1 1	Eomalo	Malo	Migrant
STAAR Percent at	or Abo											Lu	Disauv		remale	Wate	wiigrant
Grade 3	01 7150	,,,,	prouon	oo oraac	20101 (20	, 0		atioiaotoi	y Otali	uu.u (20	,						
Reading		72% 72%	70% 64%	70% 64%	*	*	* 86%	-	-	-	-	*	*	*	*	*	-
Mathematics		76% 74%	80% 73%	80% 73%	*	*	* 86%	-	-	-	-	*	83%	*	* 71%	*	-
Grade 4						*	/										
Reading		69% 74%	71% 79%	71% 79%	-	*	89% 86%	-	-	-	*	*	*	-	78% 73%	88%	-
Mathematics		74% 72%	100% 74%	100% 74%	*	*	100% 86%	- -	-	- -	- *	- *	100%	*	100% 64%	100% 88%	-
Writing	2017 2016	64% 68%	57% 65%	57% 65%	*	*	67% 86%	-	-	-	- *	- *	*	*	56% 58%	* 75%	-
Grade 5	2017	040/	05%	0.59/		*	1000/				*	*	040/		000/	1000/	
Reading		81% 80%	95% 92%	95% 92%	-	*	100% 100%		-	-	-	*	91% 88%	-	90%	100% 91%	*
Mathematics	2017 2016	86% 85%	95% 100%	95% 100%	-	* 100%	100% 100%	-	-	-	*	*	91% 100%	-	90%	100% 100%	- *
Science		73% 73%	89% 54%	89% 54%	-	*	92% 63%	-	-	-	*	*	91%	-	80% *	100% 45%	- *
Grade 6	0047	070/				*	700/					_	750/		*	700/	
Reading	2017 2016	68%	77% 88%	77% 88%	*	*	78% 83%	-	-	-	-	*	75% *	*	88%	70% 88%	-
Mathematics		75% 71%	100% 88%	100% 88%	- *	*	100% 83%	-	-	-	-	*	100%	- *	* 75%	100% 100%	-
Grade 7	0047	700/	070/	0=0/	_	*	0.40/					_	2001	*	750/	1000/	
Reading	2017	72% 69%	87% 74%	87% 74%	-	63%	91% 82%	-	-	-	-	*	83% 50%	-	75% 78%	100% 70%	*
Mathematics	2017		93%	93%	*	*	91%	-	-	-	-	*	83%	*	88%	100%	-
	2016	68%	94%	94%	-	88%	100%	-	-	-	-	*	90%	-	100%	90%	*
Writing		68% 68%	73% 84%	73% 84%	*	* 88%	82% 82%	-	-	-	-	*	* 70%	*	75% 78%	71% 90%	- *
Grade 8																	
Reading		84% 85%	86% 94%	86% 94%	- *	78% *	92% 100%	-	-	-	-	*	73% 83%	-	100% 88%	75% 100%	-
Mathematics		84%	95%	95%	_	89%	100%	_	_	_	_	*	91%	_	100%	92%	_
Wattomatio		80%	88%	88%	*	*	100%		-	-	-	*	*	-	88%	88%	-
Science		74% 73%	81% 81%	81% 81%	*	56% *	100% 89%	-	-	-	-	*	64%	-	89% 63%	75% 100%	-
Social Studies	2017 2016	62% 62%	24% 44%	24% 44%	- *	*	*	-	-	-	-	*	*	-	*	* 75%	-
End of Course		_,_															
English I		61% 63%	67% 85%	67% 85%	-	* 71%	80% 100%	-	-	-	-	*	* 71%	*	56% 88%	78% *	-

Biology 2017 86% 92% 92% - 83% 100% 86% 100% 100% - 100% 100% 100% 100% 100% 1	-	Male *	Female 89% 100%	ELL *	Ed *	More Races - -	Islander - -		Americar Indian - -		Hispanio 63% *	American - -	Campus 80% 100%	District 80% 100%	64%	2017 2016	English II
LUS. History 2016 86% 100% 100% - 100% 100% - 70% 100% 100% - 70% 100% 100% 100% 100% 100% - 70% 100% 100% 100% - 70% 100% 100% - 70% 100% 100% - 70% 100% 100% - 70% 100% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% - 70% 100% 100% - 70% 100% - 70% 100% - 70% 100% 100% - 70% 100% 100% - 70% 100% 100% 100% - 70% 100% 100% 100% 100% 100% 100% - 70% 100% 100% 100% 100% 100% 100% 100%	6 -	100%			*	-	-	-	-			* -					Algebra I
All Grades All Subjects 2017 74% 81% 81% 85% 70% 88% - 41% 75% 75% 81% 82% 82% 83% 72% 88% - 51% 76% 88% 77% 868 88% - 51% 76% 88% 77% 868 88% - 51% 76% 88% 77% 868 88% 78% 78% 81% 87% 87% 889% - 51% 76% 88% 78% 78% 81% 87% 87% 868 88% - 51% 76% 81% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 87% 81% 87% 81% 87% 87% 81% 87% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 87% 81% 81% 81% 81% 81% 81% 81% 81% 81% 81		88% 100%			*	-	-	-	-			* -					Biology
All Subjects 2017 74% 81% 81% 65% 70% 88% ' 41% 73% 75% 81% 82% 72% 88% ' 51% 66% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 86% 77% 86% 77% 70% 76% 76% 86% 86% 77% 70% 76% 76% 86% 86% 77% 76% 76% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 86% 86% 86% 77% 76% 76% 76% 86% 86% 86% 77% 76% 76% 76% 76% 76% 76% 76% 86% 86% 76% 76% 76% 76% 76% 76% 76% 76% 76% 7		86% 100%		*	*	-	-	-	-			-					U.S. History
Mathematics 2017 78% 94% 94% 94% 94% 94% 95% 667% 01% 05% 92% 92% 70% 78% 06% 92% 92% 92% 70% 78% 06% 92% 92% 92% 92% 70% 78% 06% 92% 92% 92% 92% 92% 92% 92% 92% 92% 92		82% 86%				*	- -	-	- -								
Writing		79% 87%				*	-	-	-								Reading
Science 2017 78% 86% 86% * 68% 97% - * * * 50% 67% 839 Science 2017 78% 56% 86% * 68% 97% - * * * 50% 67% 839 Science 2017 78% 51% 51% * 71% 83% - * * * 50% 67% 83% 759 Social Studies 2017 76% 51% 51% * * * * * * * * * * * * * * * * * * *		96% 91%		100%			-	-	-								Mathematics
Social Studies 2017 76% 79% 79% * 71% 83% * 67% * 83% 75% 50cial Studies 2017 76% 51% 51% - 41% 60% * 56% 47% 50% 68% 68% * * * 74% * * 40% * 56% 47% 889 875 889 875 889 875 889 889 889 889 889 889 889 889 889 88		67% 83%				- *	-	-	-			* -					Writing
TAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016) All Grades All Subjects		86% 75%				*	-	-	-								Science
All Grades All Subjects 2017 44% 55% 55% 45% 37% 66% * * 30% 41% 19% 53% 57% 57% 2016 42% 55% 55% * 34% 66% * * 31% 34% 43% 48% 54% 54% 51% 2016 42% 55% 55% * 34% 67% * * * * * * * * * * * * * * * *		47% 88%	56% *	* -	*	- -	-	-	-		41%	- *					Social Studies
All Subjects 2017 44% 55% 55% 45% 37% 66% * 30% 41% 19% 53% 57% 2016 42% 51% 51% 0% 37% 61% * 31% 31% 34% 43% 48% 549 Reading 2016 42% 55% 55% * 34% 67% * 27% 32% * 50% 519 Mathematics 2017 45% 74% 74% * 56% 83% * * 27% 32% * 50% 519 Mathematics 2017 45% 74% 74% * 56% 83% * * 50% 63% 20% 73% 759 Writing 2017 36% 45% 45% * * 60% * * 20% 37% * 53% 469 Writing 2017 36% 45% 55% 55% * 34% 66% * * 20% 37% * 53% 469 Science 2017 48% 50% 50% * 26% 66% * * 39% - 43% 619 Science 2017 48% 50% 50% * 41% 50% 57% * * 39% - 41% 509 Social Studies 2017 48% 50% 50% * 41% 57% * * 20% 37% * 50% 599 TAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016) All Grades All Subjects 2017 19% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 Reading 2017 18% 24% 24% - 7% 32% * 0% 11% 22% 20% 23% 33% Social Studies 2017 21% 31% 31% 31% 15% 40% * 0% 11% 22% 20% 20% 20% 20% 20% 20% 20% 20% 20)16)	dard (20	el II Stan	Final Leve	2017) or	Level (Grade	Meets	TAAR Percent at
Mathematics 2017 45% 55% 55% 55% 55% 55% 55% 55% 55% 55%		57% 54%				*	- -	-	-								
Writing 2017 36% 45% 45% * * * * 60% - * - * * 20% 37% * * 53% 46% 46% 2016 39% 51% 51% - 38% 60% - * - * * * 23% * 41% 50% 50% 51% 51% - 38% 60% - * - * * * 39% - 43% 61% 50% 50% 50% * 26% 66% - * - * * * 36% - 41% 59% 50% 50% 50% * 41% 57% - * * * 33% * 50% 50%		51% 59%				*	-	-	-			*					Reading
Science 2017 48% 50% 50% * 26% 66% * * 39% - 43% 61% 50% 50% * 26% 66% * * 39% - 43% 61% 50% 50% * 41% 57% * * 33% * 50% 50% 50% * 41% 57% * * 33% * 50% 50% 50% 50% * 41% 57% * * 33% * 50% 50% 50% 50% * 41% 57% * * 33% * 50% 50% 50% 50% 50% 50% 50% * 41% 57% * * 33% * 50% 50% 50% 50% 50% 50% 50% 50% 50% 50%		75% 46%		20%		*	-	-	-			*					Mathematics
Social Studies 2017 48% 27% 27% - 24% 30% * * 20% * 28% 26% 2016 45% 46% 46% * * * 58% * * 20% * 22% - * 599 2016 45% 46% 46% * * * 58% * * 20% * 22% - * * 599 2016 45% 46% 46% * * * 58% * * 20% * 22% - * * 599 2016 45% 46% 46% * * * 58% * * 0% 13% 6% 23% 25% 2016 17% 20% 20% 0% 9% 27% * * 0% 9% 0% 19% 229 2016 17% 20% 20% 0% 9% 27% * * 0% 9% 0% 19% 229 2016 17% 20% 20% 19% * 8% 24% * * 0% 9% 0% 19% 229 2016 16% 19% 19% * 8% 24% * * 0% 8% * 19% 19% 19% 19% 19% 19% 19% 19% 19% 19%		50% 61%			*	- *	- -	-	- -			* -					Writing
## STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016) ### AII Grades AII Subjects 2017 19% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 25% 2016 17% 20% 20% 0% 9% 27% * 0% 9% 0% 19% 22% 20% 20% 16% 19% 19% * 8% 24% * * 0% 8% * 19% 19% 19% 19% 19% 19% 19% 19% 19% 19%		59% 50%			*	*	- -	-	- -			*					Science
All Subjects 2017 19% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 2016 17% 20% 20% 0% 9% 27% * 0% 9% 0% 19% 229 Reading 2017 18% 24% 24% * 7% 32% * 0% 8% * 12% 0% 24% 249 2016 16% 19% 19% * 8% 24% * 0% 8% * 19% 199 199 Mathematics 2017 21% 31% 31% * 15% 40% * 0% 21% 20% 29% 33% 2016 17% 24% 24% * 9% 33% * 0% 11% * 22% 269 Writing 2017 11% 17% 17% * * 22% 25% * 0% 11% * 26% - 10% 289 Science 2017 19% 16% 16% * 0% 26% * * 4% 4% - 11% 21% Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% 19% - 12% 25% * * 10% * 22% 169 Social Studies 2017 26% 19% 19% 19% 19% 19% 19% 19% 19% 19% 19		26% 59%		*	*	-	-	-	- -			- *					Social Studies
All Subjects 2017 19% 24% 24% 18% 8% 32% * 0% 13% 6% 23% 259 2016 17% 20% 20% 0% 9% 27% * 0% 9% 0% 19% 229 Reading 2017 18% 24% 24% * 7% 32% * 0% 8% * 12% 0% 24% 249 2016 16% 19% 19% * 8% 24% * 0% 8% * 19% 199 199 Mathematics 2017 21% 31% 31% * 15% 40% * 0% 21% 20% 29% 33% 2016 17% 24% 24% * 9% 33% * 0% 11% * 22% 269 Writing 2017 11% 17% 17% * * 22% 269 26% 26% * 18% 30% * * * 6% - 10% 289 Science 2017 19% 16% 16% * 0% 26% * * * 4% - 11% 21% 20% 29% 33% 21% 2016 15% 26% 26% * 18% 30% * * * 4% - 11% 21% 20% 289 Social Studies 2017 26% 19% 19% - 12% 25% * * * 4% - * 11% 21% 20% 20% 21% 20% 20% 21% 20% 20% 21% 20% 20% 20% 20% 20% 20% 20% 20% 20% 20									6)	ed (201	Advanc	r Level III	l (2017) c	de Leve	s Gra	Master	TAAR Percent at
Mathematics 2017 21% 31% 31% 31% 31% 40% - * 0% 21% 20% 29% 33% 2016 17% 24% 24% * 9% 33% - * 0% 11% * 22% 26% 2016 14% 18% 18% - 8% 24% - * 0% 11% * 22% 26% 2016 14% 18% 18% - 8% 24% - * 10% 28% 24% - - - * 4% - 11% 21% 2016 15% 26% 26% * 18% 30% - - - * 14% * 33% 21% 2016 Social Studies 2017 26% 19% 19% - 12% 25% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - - * 10% * 22% 16% 30% - - -		25% 22%				*	- -	-	- -								
Writing 2016 17% 24% * 9% 33% - - - * 0% 11% * 22% 26% Writing 2017 11% 17% 17% * * 25% - - - - * 0% * 18% 179 2016 14% 18% 18% - 8% 24% - - - - * * 6% - 10% 289 Science 2017 19% 16% 16% * 0% 26% - - - * * 4% - 11% 21% Social Studies 2017 26% 19% 19% - 12% 25% - - - - * 10% * 22% 16%		24% 19%				*	-	-	-			*					Reading
Science 2017 19% 16% 18% * * * * * * * * * * * * * * * * * *		33% 26%				*	-	-	-								Mathematics
Social Studies 2017 26% 19% 19% - 12% 25% * 10% * 22% 169		17% 28%			*	- *	-	-	-								Writing
Octid Clades 2017 2070 1070 1270 2070		21% 21%				*	-	-	-								Science
		16% 12%			*	-	- -	-	- -			- *					Social Studies
TAAR Participation (All Grades)														es)	Grade	on (All	TAAR Participatio

	2016	99%	100%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%
Reading	2017 2016	99% 99%	100% 100%	100% 100%		100% 100%	100% 100%	-	-	-	*	100% 100%	100% 100%	100%	100% 100%		- *
Mathematics	2017 2016	100% 100%	100% 100%	100% 100%		100% 100%	100% 100%	-	-	-	*	100% 100%	100% 100%	100%	100% 100%		- *
Writing	2017 2016	100% 99%	100% 100%	100% 100%		100% 100%	100% 100%	-	-	-	- *	*	100% 100%	*	100% 100%		- *
Science	2017 2016	99% 99%	100% 100%	100% 100%		100% 100%	100% 100%	-	-	-	*	100% 100%	100% 100%	- *	100% 100%		*
Social Studies	2017 2016	98% 98%	100% 100%	100% 100%		100% 100%	100% 100%	-	-	-	-	*	100% 100%	*	100% 100%		-
STAAR Participation Result	s by Ass	sessme	nt Type	for Stu	udents	Served in	Specia	Edu	catio	n Set	ings	(All Gra	ades)				
Reading Tests % of Participants	s by Ass 201				udents :	Served in	•	Edu	catioi -	n Set	ings	•	•	00%	* *	100%	-
Reading Tests % of Participants % STAAR/EOC With No Accommodations	-	17 98	% 100)% 10			· % *	l Edu - -	catioı - -	n Set	ings	- 10	00% 10	00% 0%	* *	100% 0%	-
Reading Tests % of Participants % STAAR/EOC With No	201	17 98 17 13 17 73 17 12	% 100 % 0% % 85 % 15)% 10 % 0 % 8 % 1	00%	- 100	* * * * * * * * * * * * * * * * * * *	- - - - -	- - - - -	n Sett	tings	- 10 - 0	00% 10 00% 0 5% 10 5% 0				- - - -
Reading Tests % of Participants % STAAR/EOC With No Accommodations % STAAR/EOC With Accommodations % STAAR Alternate 2 % of Non-Participants Mathematics Tests % of Participants	201 201 201 201	17 98 17 13 17 73 17 12 17 29	% 100 % 09 % 85 % 15 % 09	% 10 % 0 % 8 % 1 % 0	00% 0% 35% 5%	- 100° - 0% - 89% - 11%	* * * * * * * * * * * * * * * * * * *	- - - - -	- - - - -	n Set	tings	- 10 - 0 - 89 - 19 - 0	00% 10 00% 0 5% 10 5% 0	0% 00% 0%	* * *	0% 78% 22%	-
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	201 201 201 201 201	98 17 13 17 73 17 12 17 29	% 100 % 0% % 85 % 15 % 0%	0% 10% 10% 10% 10% 10%	00% 0% 55% 5% 0%	- 100° - 0% - 89° - 11° - 0%	* * * * * * * * * * * * * * * * * * *	- - - - - -	- - - - -	n Set	tings	- 100 - 00 - 88 - 19 - 00	00% 100% 100% 100% 100% 100% 100%	0% 00% 0% 0%	* * * * * * *	0% 78% 22% 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	201 201 201 201 201 201	98 17 13 17 73 17 12 17 29 17 99 17 12 17 74 17 13	% 100% 09% 85% 15 09% 09% 09% 83% 17	9% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10	00% 0% 5% 5% 0%	- 100° - 0% - 89% - 11° - 0%	* * * * * * * * * * * * * * * * * * *			1 Set	tings	- 10 - 0 - 8: - 1! - 0 - 10 - 0	00% 100% 100% 100% 100% 100% 100% 100%	0% 00% 0% 0% 00%	* * * * * * * *	0% 78% 22% 0%	

^{&#}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.

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races	Econ		ELL (Current & Monitored)			Total Eligible	Percent of Eligible Measures Met
Performance Status -	State														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ		Υ	Υ					Υ			n/a	4	4	100
Mathematics	Υ		Υ	Υ					Υ			n/a	4	4	100
Writing	Υ											n/a	1	1	100
Science	Υ			Υ					Υ			n/a	3	3	100
Social Studies	N											n/a	0	1	0
Total													12	13	92
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/a			
Mathematics	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ	Υ					Υ		n/a		4	4	100
Mathematics	Υ		Υ	Υ					Υ		n/a		4	4	100
Total													8	8	100
Federal Graduation S	tatus (Targe	et: See Rea	son Codes)											
Graduation Target											n/a		1	1	100
Met															
Reason Code *** Total	а												1	1	100
I ULAI													'	'	100

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{?&#}x27; Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

					-					Percent of
	AII	African	American	Docific	Two or	Cassial	ELL (Current 8	 Total	Total	Eligible
	All Students	African American Hispanic White	American Indian	Pacific Islander			(Current & Monitored)		Eligible	Measures Met
District: Met Federal	Limits on A	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								21	22	95

⁺ Participation uses ELL (Current), Graduation Rate Reason Codes: Participation uses ELL (Current), Graduation uses ELL (Ever HS)

	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	97	*	29	65	-	-	-	*	46	*	5	n/a
Level Standard												
Total Tests	122	*	43	74	-	-	-	*	65	*	7	7
% at Approaches Grade	80%	*	67%	88%	-	-	-	*	71%	*	71%	n/a
Level Standard												
Mathematics												
# at Approaches Grade	100	*	31	64	-	-	-	*	50	8	5	n/a
Level Standard												
Total Tests	106	*	34	67	_	-	_	*	55	12	5	5
% at Approaches Grade	94%	*	91%	96%	_	_	_	*	91%	67%	100%	n/a
Level Standard	0.70		0.70	0070					0.70	0.70	.0070	
Writing												
# at Approaches Grade	18	*	*	14	_	_	_	_	7	*	*	n/a
Level Standard	.0								•			
Total Tests	27	*	*	18	_	_	_	_	13	*	*	*
% at Approaches Grade	67%	*	*	78%	_	_	_	_	54%	*	*	n/a
Level Standard	01 70			1070					0170			11/4
Science												
# at Approaches Grade	48	*	13	34	_	_	_	*	21	*	_	n/a
Level Standard	10		10	0.								1170
Total Tests	56	*	19	35	_	_	_	*	28	*	_	_
% at Approaches Grade	86%	*	68%	97%	_	_	_	*	75%	*	_	n/a
Level Standard	0070		00 /0	31 /0					1370			11/a
Social Studies												
# at Approaches Grade	18	_	7	11	_	_	_	_	8	*	*	n/a
Level Standard	10		,						Ü			11/4
Total Tests	36	_	17	19	_	_	_	_	20	*	*	*
% at Approaches Grade	50%	_	41%	58%	_	=	_	=	40%	*	*	n/a
Level Standard	30 %	-	4170	30 /0	-	-	-	-	40 /0			II/a
Participation Rates												
Reading: 2016-2017 Assessme												
Number Participating	125	*	43	77	-	-	-	*	66	13	n/a	7
Total Students	125	*	43	77	-	-	-	*	66	13	n/a	7
Participation Rate	100%	*	100%	100%	-	-	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Asses												
Number Participating	109	*	34	70	-	-	-	*	56	12	n/a	5
Total Students	109	*	34	70	-	-	-	*	56	12	n/a	5
Participation Rate	100%	*	100%	100%				*	100%	100%	n/a	100%

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

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 Gra	aduation Rate	(Gr 9-12): CI	ass of 2016									
Number Graduated	15	· -	7	8	-	-	-	-	6	*	*	n/a
Total in Class	15	-	7	8	-	-	_	-	6	*	*	-
Graduation Rate	100.0%	-	100.0%	100.0%	-	-	-	-	100.0%	*	*	n/a
4-year Longitudinal Cohort Gra	aduation Rate	(Gr 9-12): CI	ass of 2015									
Number Graduated	16	*	**	10	-	-	-	-	5	*	-	n/a
Total in Class	16	*	**	10	-	-	-	-	5	*	-	-
Graduation Rate	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	*	-	n/a
5-year Extended Graduation Ra	ate (Gr 9-12): 0	Class of 201	5									
Number Graduated	16	*	**	10	-	-	-	-	5	*	-	n/a
Total in Class	16	*	**	10	-	-	-	-	5	*	-	-
Graduation Rate	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	*	-	n/a
District: Met Federal Limits on	Alternative As	sessments										
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 mas	kad dua to en	nall number	e to protec	t etudent i	confidentialit	v						
** When only one racial/ethr							ie maekad	(renardle	ee of eizal			
- Indicates there are no stu			i tile 3econ	u sinalics	i racial/elili	ic group	is masked	(i egai ule	33 UI SIZE)	•		

Source: 2017 Accountability System Safeguards Report

n/a Indicates the student group is not applicable to System Safeguards

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: Priority School Reason: N/A
No 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			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.8	3.3%	3.3%	1.2%
Bachelors	19.6	86.0%	86.0%	74.5%
Masters	2.4	10.7%	10.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
	0.0	0.070	0.070	0.07

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	68.8%	68.8%	56.1%
2013-14	70.0%	70.0%	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

			%	% 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
Grade 8	Reading	Overall	28	72	28	2
	J	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

Grade	Subject	Student Group	% Below Basic	At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
		Limited English Proficient	90

Source: TEA Division of Student Assessment