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

Campus Name: SMALL M S Campus ID: 227901060 District Name: AUSTIN 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 2015-16 school year. These results include all students tested, whether or not they were in the accountability

						White	Indian	Asian	Islander	More	•		ELL	Female	Male I	/ligrant
				,	. (=0.0)			-, (-	,							
		68% 72%	82% 83%	47% 79%	76% 73%	89% 93%	*	75% 85%	- -	77% 82%	49% 60%	67% 63%	50% 39%	83% 86%	81% 81%	-
		70% 70%	81% 86%	33% 74%	76% 83%	87% 91%	*	83% 92%	- -	92% 88%	38% 70%	59% 70%	56% 61%	74% 85%	86% 88%	-
		68% 67%	81% 81%	79% 67%	70% 74%	92% 84%	*	60% 100%	- -	83% 93%	58% 37%	61% 71%	34% 32%	83% 83%	79% 79%	- -
		56% 57%	66% 77%	62% 75%	56% 68%	76% 85%	-	100% 100%	-	75% 78%	50% 56%	46% 68%	34% 48%	62% 76%	69% 78%	-
		63% 62%	69% 71%	63% 50%	57% 65%	79% 76%	*	90% 94%	-	83% 60%	29% 37%	50% 53%	16% 41%	75% 80%	64% 61%	-
		82% 81%	92% 90%	83% 73%	87% 86%	96% 95%	- *	100% 92%	- -	93% 100%	69% 54%	85% 82%	52% 50%	93% 91%	91% 89%	* -
		80% 70%	89% 78%	82% 55%	82% 73%	94% 84%	*	100% 82%	-	94% 89%	79% 32%	80% 67%	50% 76%	88% 80%	90% 76%	*
		73% 69%	84% 72%	75% 42%	73% 58%	92% 86%	- *	94% 83%	-	86% 95%	54% 26%	70% 50%	26%	84% 71%	83% 73%	*
		62% 61%	73% 72%	* 58%	62% 61%	81% 82%	- *	94% 75%	-	79% 95%	44% 36%	55% 55%	*	72% 70%	73% 74%	*
		79% 78%	98% 97%	*	100% 97%	98% 97%	- -	100%	- -	100% 100%	- -	93% 86%	-	100% 98%	95% 97%	- -
		74% 73%	80% 80%	62% 65%	72% 72%	88% 87%	100%	90% 90%	-	85% 89%	51% 46%	64% 64%	37% 44%	81% 81%	80% 79%	*
		72% 73%	84% 85%	70% 74%	77% 78%	92% 91%	*	82% 93%	- -	84% 93%	57% 52%	70% 72%	45% 39%	86% 87%	83% 84%	* -
		75% 72%	82% 83%	59% 70%	74% 77%	89% 88%	*	95% 91%	-	89% 89%	54% 53%	64% 69%	47% 61%	79% 83%	84% 83%	*
		68% 66%	69% 71%	63% 50%	57% 65%	79% 76%	*	90% 94%	-	83% 60%	29% 37%	50% 53%	16% 41%	75% 80%	64% 61%	-
		79% 76%	84% 72%	75% 42%	73% 58%	92% 86%	- *	94% 83%	-	86% 95%	54% 26%	70% 50%	26%	84% 71%	83% 73%	*
		76% 75%	73% 72%	* 58%	62% 61%	81% 82%	- *	94% 75%	-	79% 95%	44% 36%	55% 55%	*	72% 70%	73% 74%	*
Final I	Level I	l or Abo	ve													
		46% 42%	52% 47%	30% 19%	41% 35%	61% 58%	100%	70% 64%	-	60% 57%	28% 23%			51% 49%	53% 46%	*
	2016 2015 2016 2015	2016 68% 2015 72% 2016 68% 2015 68% 2015 69% 2016 62% 2015 67% 2016 77% 2016 72% 2016 75% 2016 76% 2015 75% 2016 76% 2015 75% 2016 76% 2015 74%	or Above Level II Sa 2016 68% 68% 72% 72% 2015 73% 72% 2016 71% 70% 70% 2015 72% 70% 2016 69% 68% 2015 72% 67% 2016 68% 56% 2015 68% 57% 2016 88% 63% 2015 69% 62% 2016 85% 82% 81% 2015 84% 81% 2016 73% 73% 2015 67% 69% 2016 62% 62% 2015 61% 61% 2016 76% 79% 2015 77% 78% 2016 76% 79% 2015 73% 73% 2016 72% 72% 2015 73% 73% 2016 75% 75% 2015 73% 72% 2016 68% 68% 66% 66% 2016 77% 79% 2015 75% 76% 2016 76% 76% 76% 2015 74% 75% Final Level II or Above	or Above Level II Satisfactor 2016 68% 68% 82% 2015 73% 72% 83% 2016 71% 70% 81% 2015 72% 70% 86% 2016 69% 68% 81% 2016 68% 56% 66% 2016 68% 57% 77% 2016 68% 56% 66% 2015 68% 57% 77% 2016 88% 57% 77% 2016 88% 63% 69% 2015 84% 81% 90% 2015 84% 81% 90% 2016 73% 73% 84% 2015 67% 69% 72% 2016 62% 62% 73% 2015 61% 61% 72% 2016 76% 79% 98% 2015 77% 78% 97% 2016 76% 79% 98% 2015 73% 73% 80% 2016 74% 74% 80% 2015 73% 73% 85% 2016 75% 75% 82% 2016 75% 75% 82% 2016 75% 75% 82% 2016 75% 75% 82% 2016 75% 75% 72% 83% 2016 75% 75% 75% 82% 2016 75% 75% 75% 72% 2016 75% 75% 75% 72% 2016 75% 75% 75% 72% 2016 75% 75% 75% 72% 2016 76% 76% 73% 72% 2016 76% 76% 72% 2016 76% 76% 72% 2016 76% 76% 72%	State District Campus American or Above Level II Satisfactory Standard Part 1 2016 68% 82% 47% 2015 73% 72% 83% 79% 2016 71% 70% 81% 33% 2015 72% 70% 86% 74% 2016 69% 68% 81% 79% 2016 68% 56% 66% 62% 2015 68% 57% 77% 75% 2016 68% 56% 66% 62% 2015 68% 57% 77% 75% 2016 68% 56% 69% 63% 2015 69% 62% 71% 50% 2016 85% 82% 92% 83% 2015 84% 81% 90% 73% 2016 80% 89% 82% 2015 71% 70% 78% 55% 2016 73% 73%	State District Campus American Hispanic or Above Level II Satisfactory Standard (2016) 2016 68% 68% 82% 47% 76% 2015 73% 72% 83% 79% 73% 2016 71% 70% 81% 33% 76% 2015 72% 67% 81% 79% 70% 2016 69% 68% 81% 79% 70% 2016 68% 56% 66% 62% 56% 2016 68% 56% 66% 62% 56% 2016 68% 57% 77% 75% 68% 2015 68% 57% 77% 75% 68% 2016 68% 62% 71% 50% 65% 2016 88% 82% 92% 83% 87% 2016 88% 82% 92% 83% 87% 2016 73% 73% 84% 75% 73%	State District Campus American Hispanic White or Above Level II Satisfactory Standard (2016) or Phase 2015 73% 72% 83% 79% 73% 93% 2015 73% 72% 84% 79% 73% 93% 2015 72% 70% 86% 74% 83% 91% 2015 72% 67% 81% 67% 74% 84% 2015 68% 57% 77% 75% 68% 85% 2016 68% 63% 63% 63% 57% 76% 2015 84% 81% 90% 73% 86% 95% 2016 80% 80% 89% 82% 82% 94% 2015 71% 70% 78% 55% 73% 84% 2015 67% 69% 72% 42% 58% 86% 2016 62% 56% 69% 69% 69% 69% 69% 73% 86% 2015 67% 69% 72% 42% 58% 86% 2016 77% 78% 98% 2016 62% 73% 2016 62% 73% 2016 62% 56% 76% 2015 67% 69% 72% 42% 58% 86% 2016 62% 73% 2016 62% 62% 73% 2016 62% 62% 73% 2016 62% 62% 73% 2016 62% 61% 61% 72% 58% 61% 82% 2015 77% 78% 97% 2015 67% 79% 98% 2015 67% 79% 98% 2015 67% 79% 98% 2015 77% 78% 97% 2016 76% 79% 98% 2015 77% 78% 97% 2016 76% 79% 88% 72% 81% 2016 76% 79% 88% 72% 81% 2015 77% 78% 97% 2016 75% 75% 88% 61% 82% 2016 76% 75% 73% 84% 70% 77% 92% 2016 76% 75% 75% 82% 59% 74% 89% 2015 73% 72% 88% 74% 78% 91% 2016 75% 75% 82% 59% 74% 89% 2015 73% 72% 83% 70% 77% 88% 2016 68% 66% 71% 50% 65% 76% 2016 75% 75% 82% 59% 74% 89% 2015 73% 72% 83% 70% 77% 88% 2016 68% 66% 71% 50% 65% 76% 2016 77% 79% 84% 75% 73% 92% 2016 75% 75% 75% 82% 59% 74% 88% 2016 68% 66% 71% 50% 65% 76% 2016 77% 79% 84% 75% 73% 92% 2016 75% 75% 75% 82% 59% 74% 89% 2015 75% 76% 72% 83% 70% 77% 88% 2016 76% 76% 75% 75% 75% 75% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 72% 58% 61% 82% 2016 76% 76% 75% 75% 75% 58% 61% 82% 2016 76% 76% 75% 75% 75% 75% 75	State District Campus American Hispanic White 104 and or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II or Above 2016 68% 68% 82% 47% 76% 89% 23% 93% 2015 72% 70% 86% 74% 83% 91% 2015 72% 70% 86% 74% 83% 91% 2015 72% 67% 81% 67% 74% 84% 2015 72% 67% 81% 67% 74% 84% 2015 68% 56% 66% 62% 56% 76% 2015 68% 57% 77% 75% 68% 85% 2015 68% 57% 77% 75% 68% 85% 2015 69% 62% 71% 50% 65% 76% 2015 84% 81% 90% 73% 86% 95% 2015 71% 70% 78% 55% 73% 84% 2015 67% 69% 72% 42% 58% 86% 2015 67% 69% 72% 42% 58% 86% 2015 67% 78% 97% 2015 67% 69% 72% 42% 58% 86% 2015 77% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 69% 72% 42% 58% 86% 2015 77% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 67% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 97% 2015 77% 78% 85% 61% 82% 2015 77% 78% 85% 59% 74% 88% 100% 2015 73% 73% 86% 57% 79% 2015 77% 78% 85% 59% 74% 88% 2015 78% 75% 75% 78% 2016 78% 75% 75% 75% 75% 75% 75% 75% 75% 75% 75	State District Campus American Hispanic White Indian or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2016) or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II or Above 2016 68% 68% 82% 47% 77% 76% 88% 85% 76% 72% 83% 79% 79% 86% 74% 83% 91% 84% 83% 91% 84% 84% 84% 84% 84% 84% 84% 84% 84% 84	State District Campus American Hispanic White	State District Campus American Hispanic White Indian Asian Islander Races Asian Is	State District Campus American Hamalian Sample Asian Islander Sample S	State District Campus American Hispanic White Indian Asian Islander Race Pacific State Pacific Compus Pacific Pacific	State District Campus American Pacific More Special Econ Cor Above Level I Satisfactory Standard (2016) or Phase District Campus American District Campus American	State District Campus American District C	State Stat

2/21/2010								2015-1	io redei	тат кер	ort C	aru							
Reading	2016 2015	42%	Distri 46% 44%	59		African merican 35% 29%	Hispani 48% 40%	69% 68%	*	i n As 61			Two or More r Races 60% 59%	Special Ed 30% 25%		ELL 1 13% 13%	Female 61% 57%	Male I 56% 51%	Migrant * -
Mathematics	2016 2015		44% 39%		9% 3%	30% 16%	38% 37%	56% 57%			1% 9%	-	58% 56%	27% 24%	27% 26%	18% 18%	45% 49%	52% 47%	* -
Writing	2016 2015		43% 33%		1% 9%	42% 8%	34% 31%	52% 45%)% 6%	-	56% 47%	22% 19%	25% 22%	6% 5%	46% 49%	43% 27%	-
Science	2016 2015		50% 45%		3% 5%	17% 8%	44% 32%	68% 59%			1% 2%	-	71% 64%	27% 21%	35% 20%	0%	58% 43%	58% 46%	* -
Social Studies	2016 2015	45% 41%	50% 45%		3% 5%	* 17%	30% 23%	51% 46%			5% 2%	-	57% 59%	32% 21%	28% 13%	*	36% 32%	51% 37%	* -
STAAR Percent at	Level	III Adv	vance	d															
All Grades All Subjects	2016	17%	21%	. 2	3%	6%	15%	29%	60%	. 30	9%	_	31%	10%	9%	3%	23%	23%	*
All Subjects	2015		19%)%	7%	13%	27%			1%	-	27%	7%	7%	4%	21%	19%	-
Reading	2016 2015		21% 21%		9% 0%	7% 12%	20% 20%	38% 41%	*		1% 3%	-	33% 33%	12% 7%	11% 11%	4% 3%	30% 33%	28% 28%	*
Mathematics	2016 2015		21% 17%		3% 1 %	2% 5%	10% 10%	23% 16%			7% 3%	- -	31% 19%	8% 7%	4% 5%	2% 6%	16% 14%	19% 13%	*
Writing	2016 2015		17% 10%		1% %	16% 0%	9% 9%	14% 10%			% 7%	-	6% 7%	7% 7%	5% 5%	3% 5%	15% 13%	8% 5%	-
Science	2016 2015		20% 19%		2% 1 %	8% 0%	24% 15%	34% 33%			5% 5%	-	50% 36%	8% 5%	16% 8%	0%	30% 22%	33% 25%	*
Social Studies	2016 2015		27% 23%		5% 5%	* 8%	15% 6%	30% 24%			9% %	-	36% 36%	12% 3%	14% 2%	*	22% 13%	29% 18%	*
STAAR Participati	on (Al	l Grad	oe)																
All Tests	OII (AI		•	99%	99%	99%	99%	100%	99%	100%	98%	6 -	100%	99%	100%	98%	100%	6 99%	% *
7 111 10010				99%	99%	99%	99%	99%	99%	100%	100		99%	97%	99%	100%			
Reading				99% 99%	99% 98%	99% 99%	98% 98%	100% 99%	100% 99%	* 100%	97% 100°		100% 100%		100% 99%	99% 100%			
Mathematics				00% 99%	99% 99%	100% 99%	98% 100%	100% 99%	100% 98%	* 100%	97% 100°		100% 100%		100% 98%	99% 100%	100% 99%		
Writing				99% 99%	99% 99%	99% 98%	100% 100%	99% 99%	99% 97%	*	100°		100% 94%	98% 93%	99% 98%	97% 100%			
Science				99% 99%	99% 99%	99% 100%	100% 100%	100% 99%	99% 100%	- 100%	100°		100% 100%		99% 99%	100% 100%			
Social Studies				98% 99%	99% 99%	99% 100%	100% 100%	99% 100%	99% 100%	- 100%	100°		100% 100%		99% 100%	96% 100%	99% 5 100%		
STAAR Participati	on Re	sults b	ov Ass	sessm	ent Tvr	e for St	tudents	Served	in Spec	ial Edi	ucatio	on Set	tinas (A	II Grade	s)				
Reading Tests									·				•		,				
% of Participants % STAAR/EOC	With N	No	2016	98%	96%			100%		-	*	-	100% 17%			100%		100%	, -
Accommodations % STAAR/EOC Accommodations	With		2016	13% 73%	6% 80%	5% 86%	11% 89%	4% 83%	0% 93%	-	*	-	67%	5% 86%	2% 86%	13%	3% 85%	6% 86%	-
% STAAR Alter			2016 2016	11% 2%	10% 4%	10% 0%	0% 0%	13% 0%	7% 0%	-	*	-	17% 0%		12% 0%	7% 0%	12% 0%	8% 0%	-
Mathematics Tests % of Participants			2016	99%	98%	100%			100%	_	*	_	100%		100%	100%		100%	, b -
% STAAR/EOC Accommodations	With 1	No	2016	12%	6%	6%	11%	4%	3%	_	*	_	17%	6%	2%	13%	3%	7%	_
% STAAR/EOC Accommodations			2016	75%	81%	85%	89%	83%	90%	-	*	-	67%	85%	86%	80%	85%	84%	-
% STAAR Alter	nate2		2016	12%	11%	10%	0%	13%	8%	-	*	-	17%	10%	12%	7%	12%	9%	-

% of Non-Participants 0% 2016 0% 0% 0% 0% 0% 0%

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 2015-16 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

Performance Status - State	All Students	African sAmerican	Hispanic	White	American Indian		Pacific Islander				ELL I (Current & Monitored)			Total Eligible	
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y	00 /0	Y	00 /0	Y	Y	N	N		7	9	78
Mathematics	Ý	N	Ϋ́	Ý		Ý		Ý	Ý	N	Ÿ		7	9	78
Writing	Ϋ́	14	Ň	Ý		'		ı	Ņ	N	N		2	6	33
Science	Ý		Ϋ́	Ý					Y	N	.,		4	5	80
Social Studies	Ϋ́		Ϋ́	Ý					Ý	11			4	4	100
Total	•		•	•					•				24	33	73
Total														33	73
Performance Status - Federa	ı														
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N	Υ	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N		Ν	Υ	n/a	n/a	n/a	n/a	Ν	N		n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ	Υ	Υ	Υ		Υ		Υ	Υ	Υ		Υ	9	9	100
Mathematics	Υ	Υ	Υ	Υ		Υ		Υ	Υ	Υ		Υ	9	9	100
Total													18	18	100
Federal Graduation Status (T Graduation Target Met Reason Code *** Total	arget: See	Reason Co	odes)										0	0 0	
Total													·	U	
District: Met Federal Limits o Reading	n Alternat	ive Assessı	ments												
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total	-														
Overall Total													42	51	82

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

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 Level II Satisfactory	822	**	290	434	*	30	-	37	208	58	54	n/a
Standard												
Total Tests	963	**	369	470	*	35	-	44	291	102	93	75
% at Level II Satisfactory	85%	67%	79%	92%	*	86%	-	84%	71%	57%	58%	n/a
Standard												
Mathematics # at Level II Satisfactory	801	**	284	418	*	33	-	39	195	54	57	n/a
Standard												

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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.

^{***} 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% d = Five-year Graduation Rate Target of 90%

	All	African	III a a a a da	18 /1-24 -	American	A - •	Pacific	Two or More	Econ	Special	ELL (Current &	ELL
Total Tests	961	American	369	White 468	Indian *	Asian 35	Islander	Races 44	Disadv 291	Ed 101	Monitored) 93	(Current) 75
% at Level II Satisfactory	83%	58%	77%	408 89%	*	94%	-	89%	67%	53%	93 61%	n/a
Standard	03 /0	30 /6	11/0	09 /0		94 /0	-	09 /0	07 /0	JJ /0	0170	II/a
Writing												
# at Level II Satisfactory	238	11	81	123	*	**	_	14	50	11	8	n/a
Standard			٠.	0				• •		• •	· ·	
Total Tests	342	18	141	157	*	**	_	17	104	40	30	*
% at Level II Satisfactory	70%	61%	57%	78%	*	100%	_	82%	48%	28%	27%	n/a
Standard												
Science												
# at Level II Satisfactory	238	8	80	123	-	15	-	12	65	13	12	n/a
Standard												
Total Tests	278	11	104	133	-	16	-	14	88	25	25	18
% at Level II Satisfactory	86%	73%	77%	92%	-	94%	-	86%	74%	52%	48%	n/a
Standard												
Social Studies	200	*	70	400		45		**	5 4	40	0	-1-
# at Level II Satisfactory	208	-	70	108	-	15	-		54	10	9	n/a
Standard Total Tests	278	*	104	133		16		**	89	24	25	*
	276 75%	*	67%	81%	-	94%	-	79%	61%	42%	25 36%	
% at Level II Satisfactory Standard	75%		67%	01%	-	94%	-	19%	01%	42%	30%	n/a
Standard												
Participation Rates												
Reading: 2015-2016 Assessme												
Number Participating	1,000	46	390	477	*	**	-	45	314	104	n/a	90
Total Students	1,007	47	391	478	*	**	-	45	314	104	n/a	91
Participation Rate	99%	98%	100%	100%	*	97%	-	100%	100%	100%	n/a	99%
Mathematics: 2015-2016 Asses		40	000	47.4	*	**			0.40	400	,	
Number Participating	1,000	46	390	474	*	**	-	45	313	103	n/a	89
Total Students	1,004	47	391	475	*		-	45	313	103	n/a	90
Participation Rate	100%	98%	100%	100%	^	97%	-	100%	100%	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 Gradu	ation Rate (Gr 9-12): Cla	ass of 2015									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Gradu	ation Rate (Gr 9-12): Cla	ass of 2014									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate	(Gr 9-12): C	lass of 2014										
Number Graduated	· - ′	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient 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: 2016 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority

schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: 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 math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.4%	1.0%
Bachelors	44.6	73.6%	70.3%	74.7%
Masters	16.0	26.4%	28.6%	23.6%
Doctorate	0.0	0.0%	0.7%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty **Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. 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.

Low Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		46	1	47
Total Number of Classes		357	13	370
Number of Classes Taught by Highly Qualified Teachers	Number	357	13	370
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

	Number of	Teachers
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	Ó	Ó
Emergency (for uncertified personnel)	0	0

----- Number of Teachers ----Elem secondary (PK-6) (7-12)Non-renewable 0 **Temporary Classroom Assignment** 0 0 **District Teaching** 0 0 Temporary

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

	Number	r of Teachers
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 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

				%	%	%
			%	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
	_	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

			%	% At or Above	% At or Above	% At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
		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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment