

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

**Part I: Student Achievement by Proficiency Level**

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

STAAR	Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Two or More Special Econ													
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
<b>Grade 3</b>															
Reading	2016	<b>72%</b>	60%	67%	83%	70%	88%	76%	81%	45%	64%	62%	75%	69%	54%
	2015	<b>74%</b>	64%	70%	85%	74%	88%	76%	81%	45%	67%	66%	77%	71%	61%
Mathematics	2016	<b>74%</b>	59%	71%	84%	71%	91%	75%	80%	48%	67%	69%	74%	74%	63%
	2015	<b>74%</b>	60%	71%	84%	75%	91%	77%	80%	47%	67%	69%	75%	74%	64%
<b>Grade 4</b>															
Reading	2016	<b>74%</b>	64%	69%	84%	75%	89%	76%	81%	41%	66%	61%	78%	70%	59%
	2015	<b>71%</b>	58%	65%	83%	69%	88%	72%	79%	38%	62%	57%	74%	67%	52%
Mathematics	2016	<b>72%</b>	56%	69%	82%	73%	91%	74%	77%	42%	65%	65%	72%	72%	61%
	2015	<b>71%</b>	54%	67%	81%	71%	91%	75%	76%	38%	63%	63%	71%	70%	56%
Writing	2016	<b>68%</b>	59%	64%	78%	66%	86%	69%	75%	36%	60%	57%	74%	63%	54%
	2015	<b>67%</b>	57%	63%	76%	64%	88%	71%	73%	30%	59%	58%	74%	61%	53%
<b>Grade 5</b>															
Reading	2016	<b>80%</b>	70%	76%	89%	79%	92%	81%	87%	45%	73%	65%	83%	77%	63%
	2015	<b>83%</b>	76%	80%	91%	83%	93%	83%	90%	48%	78%	70%	86%	81%	69%
Mathematics	2016	<b>85%</b>	73%	83%	91%	84%	96%	86%	88%	55%	80%	78%	86%	83%	75%
	2015	<b>75%</b>	61%	72%	84%	75%	94%	78%	80%	41%	68%	65%	77%	74%	64%
Science	2016	<b>73%</b>	57%	69%	84%	73%	90%	72%	79%	42%	65%	58%	71%	74%	59%
	2015	<b>69%</b>	54%	63%	83%	70%	88%	66%	78%	37%	59%	49%	68%	69%	50%
<b>Grade 6</b>															
Reading	2016	<b>68%</b>	57%	61%	82%	67%	89%	69%	78%	31%	58%	40%	72%	65%	47%
	2015	<b>73%</b>	64%	66%	85%	71%	90%	77%	82%	32%	63%	44%	75%	70%	51%
Mathematics	2016	<b>71%</b>	57%	67%	83%	72%	93%	73%	78%	39%	63%	54%	72%	71%	56%
	2015	<b>72%</b>	59%	67%	83%	73%	93%	78%	80%	38%	64%	54%	73%	71%	56%
<b>Grade 7</b>															
Reading	2016	<b>69%</b>	59%	63%	82%	67%	89%	73%	78%	30%	60%	34%	74%	65%	48%
	2015	<b>72%</b>	64%	65%	84%	73%	89%	75%	82%	29%	63%	34%	76%	68%	51%
Mathematics	2016	<b>68%</b>	54%	62%	80%	65%	91%	72%	76%	32%	59%	42%	69%	66%	54%
	2015	<b>68%</b>	55%	63%	81%	68%	90%	72%	77%	31%	60%	42%	70%	67%	54%
Writing	2016	<b>68%</b>	58%	61%	80%	65%	89%	75%	77%	27%	58%	33%	75%	61%	51%
	2015	<b>69%</b>	60%	63%	80%	69%	89%	77%	78%	25%	60%	33%	76%	62%	50%
<b>Grade 8</b>															
Reading	2016	<b>85%</b>	79%	82%	93%	84%	94%	85%	91%	44%	80%	56%	89%	82%	70%
	2015	<b>84%</b>	77%	80%	92%	85%	93%	86%	91%	44%	78%	51%	87%	81%	66%
Mathematics	2016	<b>80%</b>	71%	77%	87%	78%	93%	86%	85%	41%	75%	62%	83%	77%	71%
	2015	<b>71%</b>	60%	67%	80%	70%	90%	75%	78%	32%	64%	50%	73%	68%	55%
Science	2016	<b>73%</b>	61%	68%	84%	74%	91%	79%	81%	35%	65%	42%	74%	72%	56%
	2015	<b>67%</b>	55%	61%	80%	68%	90%	72%	77%	31%	58%	34%	67%	68%	47%
Social Studies	2016	<b>62%</b>	51%	54%	75%	63%	87%	68%	72%	28%	51%	28%	60%	63%	41%
	2015	<b>61%</b>	50%	53%	76%	61%	86%	62%	73%	27%	50%	25%	59%	63%	37%
<b>End of Course</b>															
English I	2016	<b>63%</b>	54%	57%	76%	60%	83%	65%	74%	25%	55%	28%	71%	56%	46%
	2015	<b>66%</b>	58%	61%	79%	64%	83%	69%	77%	31%	58%	33%	73%	61%	50%

		African		Hispanic		White		American		Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
		State	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv						
English II	2016	66%	56%	60%	80%	64%	82%	65%	78%	26%	57%	25%	72%	60%	45%		
	2015	69%	58%	64%	82%	69%	82%	69%	79%	31%	60%	33%	74%	64%	51%		
Algebra I	2016	76%	65%	73%	85%	71%	94%	76%	82%	38%	70%	56%	80%	72%	65%		
	2015	77%	66%	74%	86%	75%	93%	79%	83%	39%	71%	54%	80%	74%	63%		
Biology	2016	86%	80%	83%	93%	82%	95%	85%	92%	52%	81%	62%	89%	83%	73%		
	2015	88%	83%	85%	94%	84%	94%	89%	93%	56%	83%	64%	90%	86%	75%		
U.S. History	2016	90%	85%	88%	94%	89%	94%	93%	94%	55%	86%	67%	90%	89%	80%		
	2015	88%	83%	85%	94%	88%	93%	91%	94%	55%	83%	61%	87%	89%	75%		
<b>All Grades</b>																	
All Subjects	2016	74%	63%	69%	84%	72%	90%	76%	81%	39%	66%	54%	76%	71%	58%		
	2015	73%	63%	68%	84%	73%	90%	76%	81%	37%	65%	53%	76%	71%	57%		
Reading	2016	72%	62%	66%	83%	70%	88%	73%	81%	35%	63%	49%	76%	67%	52%		
	2015	74%	64%	68%	85%	73%	88%	75%	83%	37%	66%	51%	77%	70%	55%		
Mathematics	2016	75%	62%	72%	85%	73%	93%	77%	81%	42%	68%	63%	77%	74%	64%		
	2015	73%	60%	69%	83%	73%	92%	77%	79%	38%	66%	59%	74%	72%	59%		
Writing	2016	68%	59%	63%	79%	65%	88%	72%	76%	32%	59%	48%	75%	62%	52%		
	2015	68%	58%	63%	78%	67%	88%	74%	76%	28%	59%	49%	75%	61%	51%		
Science	2016	77%	67%	73%	87%	77%	92%	79%	84%	44%	70%	55%	78%	77%	64%		
	2015	75%	64%	70%	86%	75%	91%	77%	83%	41%	67%	49%	75%	74%	59%		
Social Studies	2016	76%	69%	71%	85%	77%	90%	81%	83%	42%	68%	44%	76%	76%	63%		
	2015	74%	66%	69%	85%	75%	90%	77%	83%	40%	65%	39%	73%	75%	57%		

**STAAR Percent at Final Level II or Above****All Grades**

All Subjects	2016	42%	29%	35%	56%	40%	72%	44%	52%	19%	31%	20%	44%	40%	23%		
	2015	38%	26%	30%	53%	37%	69%	41%	49%	17%	27%	17%	40%	37%	19%		
Reading	2016	42%	30%	34%	58%	40%	70%	43%	54%	18%	30%	18%	47%	38%	21%		
	2015	40%	28%	32%	56%	40%	68%	42%	52%	16%	28%	16%	44%	37%	19%		
Mathematics	2016	40%	25%	34%	53%	38%	76%	42%	49%	20%	30%	24%	41%	40%	25%		
	2015	36%	22%	29%	49%	34%	73%	39%	45%	17%	26%	20%	36%	36%	20%		
Writing	2016	39%	29%	32%	52%	36%	69%	42%	48%	19%	29%	21%	46%	33%	22%		
	2015	31%	21%	24%	43%	28%	65%	36%	39%	14%	21%	14%	38%	25%	16%		
Science	2016	44%	31%	37%	59%	43%	74%	45%	55%	19%	33%	17%	44%	45%	25%		
	2015	40%	26%	32%	56%	39%	70%	41%	51%	17%	29%	12%	39%	41%	20%		
Social Studies	2016	45%	34%	37%	58%	47%	72%	49%	55%	20%	33%	12%	41%	48%	26%		
	2015	41%	30%	32%	54%	43%	68%	43%	52%	18%	29%	9%	36%	44%	20%		

**STAAR Percent at Level III Advanced****All Grades**

All Subjects	2016	17%	9%	12%	26%	15%	45%	17%	24%	6%	10%	6%	18%	16%	6%		
	2015	14%	7%	9%	23%	13%	41%	16%	21%	4%	8%	5%	15%	14%	4%		
Reading	2016	16%	9%	11%	26%	14%	41%	16%	25%	5%	9%	6%	19%	14%	5%		
	2015	15%	8%	10%	25%	14%	39%	16%	24%	4%	8%	5%	17%	14%	4%		
Mathematics	2016	17%	8%	13%	26%	16%	53%	19%	24%	6%	10%	8%	17%	18%	8%		
	2015	14%	6%	10%	22%	13%	47%	16%	20%	5%	8%	6%	14%	14%	5%		
Writing	2016	14%	8%	10%	20%	12%	38%	15%	19%	6%	8%	6%	18%	10%	5%		
	2015	8%	4%	5%	12%	6%	30%	9%	12%	3%	4%	2%	11%	5%	2%		
Science	2016	15%	7%	10%	25%	14%	42%	16%	22%	5%	8%	3%	15%	16%	5%		
	2015	14%	6%	9%	23%	13%	41%	16%	21%	5%	7%	2%	13%	15%	4%		
Social Studies	2016	21%	13%	15%	32%	21%	48%	21%	30%	6%	13%	3%	18%	24%	8%		
	2015	18%	10%	12%	28%	19%	41%	19%	27%	6%	10%	2%	14%	21%	6%		

**STAAR Participation (All Grades)**

All Tests	2016	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2015	<b>99%</b>	99%	99%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	98%
Reading	2016	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
	2015	<b>99%</b>	99%	99%	99%	98%	98%	99%	99%	98%	99%	96%	99%	99%	97%
Mathematics	2016	<b>100%</b>	99%	100%	100%	99%	100%	99%	100%	99%	99%	100%	100%	99%	99%
	2015	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Writing	2016	<b>99%</b>	99%	100%	99%	99%	99%	99%	99%	99%	100%	100%	99%	99%	100%
	2015	<b>99%</b>	99%	100%	99%	99%	100%	99%	99%	99%	99%	100%	99%	99%	99%
Science	2016	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%	99%	99%	99%
	2015	<b>99%</b>	99%	99%	99%	99%	100%	99%	99%	98%	99%	99%	99%	99%	99%
Social Studies	2016	<b>98%</b>	98%	98%	99%	98%	99%	98%	98%	98%	98%	98%	98%	98%	98%
	2015	<b>99%</b>	98%	99%	99%	99%	99%	99%	99%	98%	99%	98%	99%	99%	99%

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

<b>Reading Tests</b>															
% of Participants	2016	<b>98%</b>	98%	97%	98%	99%	97%	99%	98%	98%	98%	95%	98%	98%	96%
% STAAR/EOC With No Accommodations	2016	<b>13%</b>	13%	11%	17%	14%	21%	15%	17%	13%	11%	8%	12%	14%	8%
% STAAR/EOC With Accommodations	2016	<b>73%</b>	74%	75%	71%	75%	55%	68%	72%	73%	75%	80%	74%	73%	81%
% STAAR Alternate2	2016	<b>11%</b>	11%	11%	10%	10%	22%	16%	10%	11%	11%	7%	11%	11%	8%
% of Non-Participants	2016	<b>2%</b>	2%	3%	2%	1%	3%	1%	2%	2%	2%	5%	2%	2%	4%
<b>Mathematics Tests</b>															
% of Participants	2016	<b>99%</b>	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
% STAAR/EOC With No Accommodations	2016	<b>12%</b>	10%	10%	16%	14%	21%	11%	15%	12%	10%	7%	11%	13%	6%
% STAAR/EOC With Accommodations	2016	<b>75%</b>	76%	77%	72%	75%	55%	71%	73%	75%	77%	84%	76%	74%	84%
% STAAR Alternate2	2016	<b>12%</b>	12%	12%	11%	11%	23%	17%	10%	12%	12%	8%	12%	12%	9%
% of Non-Participants	2016	<b>1%</b>	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%

\*\*1 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 Measureable 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 American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL Monitored	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible
															Met
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		9	11	82
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		10	11	91
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N		9	11	82
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		10	11	91
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N		9	11	82
<b>Total</b>													<b>47</b>	<b>55</b>	<b>85</b>
<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
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		
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	11	11	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	11	11	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 22	Total Eligible 22	Percent of Eligible Measures Met 100
<b>Total</b>														
<b>Federal Graduation Status (Target: See Reason Codes)</b>														
Graduation Target Met	Y	Y	Y	Y	N	Y	Y	Y	N	N	N	7	11	64
Reason Code ***	b	c	c	a		a	b	a						
<b>Total</b>												<b>7</b>	<b>11</b>	<b>64</b>
<b>District: Met Federal Limits on Alternative Assessments</b>														
<b>Reading</b>														
Alternate 1%	Y													
Number Proficient	31135													
Total Federal Cap Limit	35053													
<b>Mathematics</b>														
Alternate 1%	N													
Number Proficient	28735													
Total Federal Cap Limit	28172													
<b>Total</b>												<b>0</b>	<b>1</b>	<b>0</b>
<b>Overall Total</b>												<b>76</b>	<b>89</b>	<b>85</b>

+ 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%

d = Five-year Graduation Rate Target of 90%

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)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II	2,351,353	257,463	1,158,284	759,063	7,964	113,789	3,176	51,232	1,238,881	110,044	380,707	n/a
Satisfactory Standard												
Total Tests	3,225,381	409,402	1,710,591	901,332	11,078	125,562	4,234	62,717	1,918,815	312,005	660,071	535,265
% at Level II	73%	63%	68%	84%	72%	91%	75%	82%	65%	35%	58%	n/a
Satisfactory Standard												
<b>Mathematics</b>												
# at Level II	1,983,384	209,414	1,007,247	622,157	6,671	92,275	2,714	42,618	1,089,918	110,953	400,546	n/a
Satisfactory Standard												
Total Tests	2,595,020	328,072	1,376,703	727,833	8,837	97,653	3,416	52,163	1,565,841	259,272	576,442	464,170
% at Level II	76%	64%	73%	85%	75%	94%	79%	82%	70%	43%	69%	n/a
Satisfactory Standard												
<b>Writing</b>												
# at Level II	509,998	53,627	246,194	168,589	1,682	27,282	713	11,858	265,254	20,971	96,701	n/a
Satisfactory Standard												
Total Tests	736,454	89,732	386,467	211,067	2,514	30,242	962	15,392	439,592	65,403	171,674	136,459
% at Level II	69%	60%	64%	80%	67%	90%	74%	77%	60%	32%	56%	n/a
Satisfactory Standard												
<b>Science</b>												
# at Level II	900,756	97,475	447,476	289,415	3,167	43,278	1,246	18,538	476,654	48,934	134,259	n/a
Satisfactory Standard												
Total Tests	1,142,169	142,892	596,456	329,244	3,984	46,030	1,530	21,854	662,939	110,843	206,716	160,010
% at Level II	79%	68%	75%	88%	79%	94%	81%	85%	72%	44%	65%	n/a
Satisfactory Standard												
<b>Social Studies</b>												
# at Level II	572,288	65,544	275,279	189,949	2,069	27,232	815	11,335	280,602	27,611	44,934	n/a
Satisfactory Standard												
Total Tests	741,212	93,903	379,073	221,551	2,617	29,447	1,001	13,545	405,044	65,551	86,261	67,290
% at Level II	77%	70%	73%	86%	79%	92%	81%	84%	69%	42%	52%	n/a
Satisfactory Standard												
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	3,424,931	441,227	1,819,598	942,581	12,021	135,580	4,625	66,493	2,046,629	332,973	n/a	610,770
Total Students	3,446,868	445,378	1,830,668	948,279	12,124	135,862	4,661	66,896	2,060,779	336,473	n/a	612,928
Participation Rate	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	2,747,335	354,425	1,454,809	762,614	9,615	104,846	3,724	55,501	1,662,547	275,348	n/a	512,618
Total Students	2,760,448	356,831	1,461,481	766,025	9,675	105,079	3,747	55,735	1,671,226	277,499	n/a	514,828
Participation Rate	100%	99%	100%	100%	99%	100%	99%	100%	99%	99%	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)
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- \* 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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
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
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	294,240	36,807	136,586	101,737	1,242	12,292	383	5,193	142,669	23,149	18,142	n/a
Total in Class	333,286	43,707	159,708	109,354	1,426	12,969	431	5,691	167,545	29,875	25,382	12,515
Graduation Rate	88.3%	84.2%	85.5%	93.0%	87.1%	94.8%	88.9%	91.2%	85.2%	77.5%	71.5%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	300,454	37,760	140,341	102,992	1,271	12,425	388	5,277	146,424	24,462	19,225	n/a
Total in Class	332,187	43,491	158,985	109,224	1,423	12,950	433	5,681	166,757	29,988	25,066	12,341
Graduation Rate	90.4%	86.8%	88.3%	94.3%	89.3%	95.9%	89.6%	92.9%	87.8%	81.6%	76.7%	n/a

**District: Met Federal Limits on Alternative Assessments**

<b>Reading</b>	
Number Proficient	31,135
Total Federal Cap Limit	35,053
<b>Mathematics</b>	
Number Proficient	28,735
Total Federal Cap Limit	28,172

- \* 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Results available at campus level only.

**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.

Results available at campus level only.

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.

----- State -----		
	Number	Percent
No Degree	3,524.0	1.0%
Bachelors	259,559.7	74.7%
Masters	82,029.5	23.6%
Doctorate	2,158.9	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.

**All Campuses**

**Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		260,033	22,807	282,840
Total Number of Classes		874,184	72,209	946,393
Number of Classes Taught by Highly Qualified Teachers	Number	867,438	70,902	938,340
	Percent	99.23%	98.19%	99.15%
Number of Classes Taught by Not Highly Qualified Teachers	Number	6,746	1,307	8,053
	Percent	0.77%	1.81%	0.85%

**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)	348	224
Emergency (for uncertified personnel)	29	35
Non-renewable	67	45
Temporary Classroom Assignment	20	120
District Teaching	64	20
Temporary	12	114

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	13,240	1,315
Not Highly Qualified	326	54

**High Poverty Campuses**

**Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		59,246	4,269	63,515
Total Number of Classes		164,205	12,678	176,883
Number of Classes Taught by Highly Qualified Teachers	Number	162,292	12,381	174,673
	Percent	98.83%	97.66%	98.75%
Number of Classes Taught by Not Highly Qualified Teachers	Number	1,913	297	2,210
	Percent	1.17%	2.34%	1.25%

**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)	193	91
Emergency (for uncertified personnel)	7	1
Non-renewable	7	7
Temporary Classroom Assignment	1	15
District Teaching	57	4
Temporary	5	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	4,406	322
Not Highly Qualified	128	16

**Low Poverty Campuses  
Core Academic Subject Areas**

		General Education	Special Education	Total
<b>Total Number of Teachers</b>		74,574	7,136	81,710
<b>Total Number of Classes</b>		272,443	22,010	294,453
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	271,546	21,713	293,259
	Percent	99.67%	98.65%	99.59%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	Number	897	297	1,194
	Percent	0.33%	1.35%	0.41%

**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)	28	17
Emergency (for uncertified personnel)	0	10
Non-renewable	30	13
Temporary Classroom Assignment	1	39
District Teaching	0	4
Temporary	0	2

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1,953	308
Not Highly Qualified	20	10

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.

**Year Enrolled in Higher Education State**

2013-14  
2012-13

57.5%  
56.9%

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	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 2015-16 Federal Report Card for Texas Public Schools

District Name: WHITEHOUSE ISD

District ID: 212906

### 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 subset.

Grade	Subject	2016	2015	Region	African American			American Indian		Pacific	Two or More	Special	Econ	ELL	Female	Male	Migrant
				State	07	District	Hispanic	White	Indian	Asian	Islander	Races	Ed				
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
<b>Grade 3</b>																	
Reading		72%	70%	<b>84%</b>	85%	82%	85%	*	75%	-	87%	50%	72%	80%	87%	82%	-
		74%	73%	<b>86%</b>	80%	83%	88%	-	83%	-	73%	69%	78%	74%	88%	84%	-
Mathematics		74%	71%	<b>85%</b>	73%	87%	88%	*	75%	-	93%	54%	74%	80%	86%	85%	-
		74%	72%	<b>88%</b>	73%	74%	92%	-	92%	-	93%	80%	77%	57%	87%	90%	-
<b>Grade 4</b>																	
Reading		74%	73%	<b>89%</b>	81%	90%	90%	-	91%	-	82%	73%	82%	79%	92%	86%	-
		71%	69%	<b>88%</b>	86%	85%	90%	*	100%	-	78%	55%	78%	72%	93%	84%	-
Mathematics		72%	70%	<b>87%</b>	72%	90%	89%	-	73%	-	82%	68%	79%	75%	85%	88%	-
		71%	67%	<b>86%</b>	67%	90%	89%	*	100%	-	78%	61%	78%	78%	88%	83%	-
Writing		68%	65%	<b>86%</b>	77%	84%	87%	-	100%	-	73%	64%	80%	84%	89%	83%	-
		67%	63%	<b>77%</b>	67%	74%	79%	*	94%	-	67%	45%	65%	67%	82%	72%	-
<b>Grade 5</b>																	
Reading		80%	79%	<b>92%</b>	83%	89%	95%	-	93%	-	81%	61%	91%	86%	93%	91%	-
		83%	82%	<b>94%</b>	70%	96%	96%	*	87%	-	100%	73%	89%	82%	94%	93%	-
Mathematics		85%	83%	<b>97%</b>	89%	98%	98%	-	93%	-	94%	84%	94%	100%	97%	96%	-
		75%	74%	<b>92%</b>	67%	94%	95%	*	94%	-	88%	76%	86%	91%	93%	92%	-
Science		73%	70%	<b>82%</b>	60%	73%	88%	-	93%	-	81%	55%	73%	64%	80%	85%	-
		69%	67%	<b>84%</b>	43%	81%	89%	*	87%	-	88%	69%	75%	64%	81%	87%	-
<b>Grade 6</b>																	
Reading		68%	68%	<b>83%</b>	66%	82%	86%	*	80%	*	88%	46%	69%	46%	84%	82%	-
		73%	71%	<b>84%</b>	57%	84%	88%	*	92%	-	100%	50%	74%	56%	87%	80%	-
Mathematics		71%	70%	<b>84%</b>	51%	84%	89%	*	81%	*	94%	43%	70%	77%	86%	83%	-
		72%	70%	<b>86%</b>	65%	88%	90%	*	92%	-	70%	40%	76%	56%	84%	87%	-
<b>Grade 7</b>																	
Reading		69%	67%	<b>81%</b>	67%	83%	83%	*	92%	-	80%	32%	72%	*	87%	76%	-
		72%	72%	<b>86%</b>	69%	84%	90%	*	100%	*	67%	45%	77%	*	91%	81%	-
Mathematics		68%	66%	<b>81%</b>	61%	76%	85%	*	100%	-	90%	39%	74%	*	79%	84%	-
		68%	68%	<b>89%</b>	79%	86%	93%	*	100%	*	50%	70%	80%	*	88%	90%	-
Writing		68%	67%	<b>82%</b>	69%	74%	86%	*	100%	-	70%	36%	70%	*	88%	76%	-
		69%	70%	<b>87%</b>	73%	90%	89%	*	100%	*	77%	35%	81%	*	93%	81%	-
<b>Grade 8</b>																	
Reading		85%	86%	<b>92%</b>	83%	85%	95%	*	100%	*	77%	45%	88%	*	92%	92%	-
		84%	84%	<b>93%</b>	76%	96%	96%	*	100%	*	83%	62%	85%	*	93%	92%	-
Mathematics		80%	81%	<b>86%</b>	76%	80%	91%	*	*	*	58%	50%	81%	*	88%	84%	-
		71%	72%	<b>84%</b>	68%	96%	85%	*	100%	*	*	53%	78%	*	88%	81%	-
Science		73%	71%	<b>80%</b>	62%	77%	85%	*	100%	*	46%	40%	69%	*	82%	78%	-
		67%	64%	<b>85%</b>	73%	93%	86%	*	100%	*	100%	43%	75%	*	83%	87%	-
Social Studies		62%	59%	<b>72%</b>	56%	72%	77%	*	100%	*	38%	40%	60%	*	72%	73%	-
		61%	57%	<b>77%</b>	53%	93%	79%	*	100%	*	100%	33%	65%	*	75%	79%	-
<b>End of Course</b>																	
English I		63%	64%	<b>75%</b>	46%	81%	80%	*	80%	*	89%	38%	63%	*	82%	69%	-

	2015	Region		African American			American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
		State	07	District	American	Hispanic	White	Indian	Asian	Islander							
	2015	66%	67%	<b>77%</b>	51%	73%	83%	*	78%	-	80%	32%	63%	*	81%	74%	-
English II	2016	66%	66%	<b>74%</b>	51%	63%	80%	*	74%	*	85%	30%	58%	*	79%	70%	-
	2015	69%	69%	<b>76%</b>	55%	73%	81%	*	86%	*	60%	33%	60%	*	77%	74%	-
Algebra I	2016	76%	78%	<b>81%</b>	60%	92%	84%	*	93%	*	*	57%	72%	86%	83%	80%	-
	2015	77%	78%	<b>85%</b>	59%	83%	88%	*	95%	-	87%	54%	72%	*	85%	85%	-
Biology	2016	86%	87%	<b>92%</b>	82%	92%	94%	*	94%	*	83%	70%	86%	*	92%	91%	-
	2015	88%	89%	<b>91%</b>	75%	90%	94%	*	95%	-	100%	69%	84%	*	92%	90%	-
U.S. History	2016	90%	87%	<b>91%</b>	79%	87%	94%	*	90%	*	92%	53%	82%	60%	91%	91%	-
	2015	88%	85%	<b>89%</b>	78%	88%	90%	83%	100%	*	100%	41%	80%	*	87%	90%	-
<b>All Grades</b>																	
All Subjects	2016	74%	72%	<b>84%</b>	69%	83%	88%	72%	89%	69%	80%	52%	75%	67%	86%	83%	-
	2015	73%	72%	<b>85%</b>	67%	85%	89%	65%	94%	90%	82%	56%	76%	66%	87%	84%	-
Reading	2016	72%	71%	<b>83%</b>	68%	82%	87%	73%	85%	*	83%	48%	74%	62%	87%	80%	-
	2015	74%	73%	<b>85%</b>	65%	84%	89%	65%	90%	*	81%	54%	75%	64%	87%	82%	-
Mathematics	2016	75%	74%	<b>86%</b>	69%	86%	89%	86%	88%	*	86%	57%	78%	78%	86%	86%	-
	2015	73%	72%	<b>87%</b>	67%	87%	91%	82%	96%	*	80%	64%	78%	68%	88%	87%	-
Writing	2016	68%	66%	<b>84%</b>	73%	79%	86%	*	100%	-	71%	53%	75%	78%	88%	80%	-
	2015	68%	67%	<b>82%</b>	70%	83%	84%	*	96%	*	71%	41%	73%	71%	88%	77%	-
Science	2016	77%	76%	<b>85%</b>	68%	80%	89%	*	95%	*	69%	57%	76%	48%	84%	85%	-
	2015	75%	73%	<b>87%</b>	66%	87%	90%	50%	94%	*	94%	63%	78%	58%	85%	88%	-
Social Studies	2016	76%	73%	<b>82%</b>	69%	78%	86%	*	93%	*	65%	48%	71%	46%	82%	83%	-
	2015	74%	71%	<b>84%</b>	68%	90%	85%	55%	100%	*	100%	38%	73%	*	82%	85%	-
<b>STAAR Percent at Final Level II or Above</b>																	
<b>All Grades</b>																	
All Subjects	2016	42%	38%	<b>53%</b>	30%	47%	58%	31%	66%	38%	46%	27%	38%	16%	54%	51%	-
	2015	38%	35%	<b>51%</b>	25%	45%	57%	35%	69%	60%	45%	29%	35%	20%	53%	50%	-
Reading	2016	42%	39%	<b>54%</b>	32%	47%	59%	18%	68%	*	50%	25%	37%	14%	59%	49%	-
	2015	40%	38%	<b>52%</b>	26%	44%	57%	35%	66%	*	46%	27%	35%	14%	56%	47%	-
Mathematics	2016	40%	36%	<b>52%</b>	30%	47%	57%	43%	66%	*	48%	30%	38%	19%	52%	53%	-
	2015	36%	32%	<b>51%</b>	22%	45%	56%	27%	71%	*	43%	33%	35%	25%	50%	52%	-
Writing	2016	39%	36%	<b>52%</b>	34%	43%	56%	*	65%	-	48%	29%	39%	13%	60%	44%	-
	2015	31%	28%	<b>47%</b>	31%	40%	53%	*	64%	*	19%	26%	34%	19%	56%	38%	-
Science	2016	44%	41%	<b>52%</b>	21%	56%	58%	*	65%	*	37%	31%	37%	17%	49%	55%	-
	2015	40%	36%	<b>55%</b>	22%	49%	60%	40%	67%	*	57%	29%	34%	16%	52%	57%	-
Social Studies	2016	45%	38%	<b>51%</b>	34%	38%	57%	*	62%	*	38%	22%	35%	15%	44%	58%	-
	2015	41%	34%	<b>51%</b>	30%	43%	55%	45%	77%	*	75%	17%	33%	*	48%	54%	-
<b>STAAR Percent at Level III Advanced</b>																	
<b>All Grades</b>																	
All Subjects	2016	17%	14%	<b>22%</b>	8%	19%	25%	10%	35%	6%	17%	11%	12%	4%	24%	21%	-
	2015	14%	12%	<b>20%</b>	6%	14%	23%	9%	36%	10%	15%	9%	10%	3%	21%	19%	-
Reading	2016	16%	14%	<b>22%</b>	8%	18%	25%	9%	32%	*	18%	11%	11%	3%	26%	18%	-
	2015	15%	13%	<b>20%</b>	6%	13%	24%	10%	31%	*	17%	10%	10%	3%	23%	17%	-
Mathematics	2016	17%	14%	<b>24%</b>	7%	22%	27%	14%	38%	*	18%	10%	15%	6%	24%	24%	-
	2015	14%	11%	<b>21%</b>	6%	18%	23%	0%	43%	*	13%	8%	11%	4%	21%	21%	-
Writing	2016	14%	11%	<b>19%</b>	8%	18%	21%	*	35%	-	10%	14%	9%	0%	23%	16%	-
	2015	8%	6%	<b>13%</b>	6%	7%	15%	*	36%	*	3%	5%	7%	0%	18%	8%	-
Science	2016	15%	12%	<b>21%</b>	5%	21%	24%	*	40%	*	14%	11%	10%	4%	19%	24%	-
	2015	14%	11%	<b>21%</b>	7%	13%	23%	10%	35%	*	20%	9%	8%	0%	20%	21%	-
Social Studies	2016	21%	16%	<b>25%</b>	15%	14%	29%	*	31%	*	23%	9%	15%	0%	21%	30%	-
	2015	18%	13%	<b>22%</b>	10%	10%	25%	18%	40%	*	31%	4%	7%	*	21%	24%	-

**STAAR Participation (All Grades)**

All Tests	2016	99%	100%	<b>99%</b>	100%	100%	99%	97%	100%	100%	99%	99%	99%	100%	100%	99%	-
	2015	99%	99%	<b>99%</b>	100%	99%	99%	100%	99%	91%	98%	99%	99%	99%	99%	99%	-
Reading	2016	99%	100%	<b>99%</b>	99%	99%	100%	92%	100%	100%	98%	99%	99%	100%	100%	99%	-
	2015	99%	99%	<b>99%</b>	100%	99%	99%	100%	99%	75%	98%	99%	99%	99%	99%	99%	-
Mathematics	2016	100%	100%	<b>100%</b>	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
	2015	99%	99%	<b>99%</b>	100%	100%	99%	100%	99%	100%	98%	99%	99%	100%	99%	99%	-
Writing	2016	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	<b>99%</b>	99%	100%	99%	100%	97%	100%	100%	98%	99%	100%	99%	99%	-
Science	2016	99%	100%	<b>99%</b>	99%	99%	99%	100%	100%	*	100%	100%	99%	100%	99%	99%	-
	2015	99%	99%	<b>100%</b>	100%	99%	100%	100%	100%	100%	97%	99%	99%	100%	100%	100%	-
Social Studies	2016	98%	99%	<b>99%</b>	100%	100%	99%	100%	100%	*	96%	98%	99%	100%	98%	100%	-
	2015	99%	99%	<b>99%</b>	100%	99%	100%	100%	100%	100%	89%	96%	98%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	<b>99%</b>	98%	100%	99%	-	100%	-	100%	99%	99%	100%	99%	99%	-
% STAAR/EOC With No Accommodations	2016	13%	11%	<b>24%</b>	15%	29%	26%	-	0%	-	25%	24%	18%	14%	11%	30%	-
% STAAR/EOC With Accommodations	2016	73%	76%	<b>63%</b>	72%	65%	61%	-	83%	-	50%	63%	67%	86%	79%	56%	-
% STAAR Alternate2	2016	11%	11%	<b>12%</b>	11%	6%	12%	-	17%	-	25%	12%	14%	0%	9%	13%	-
% of Non-Participants	2016	2%	3%	<b>1%</b>	2%	0%	1%	-	0%	-	0%	1%	1%	0%	1%	1%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	<b>100%</b>	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	99%	-
% STAAR/EOC With No Accommodations	2016	12%	10%	<b>21%</b>	14%	32%	21%	-	0%	-	27%	21%	14%	17%	9%	26%	-
% STAAR/EOC With Accommodations	2016	75%	76%	<b>66%</b>	74%	61%	66%	-	80%	-	45%	66%	71%	83%	80%	60%	-
% STAAR Alternate2	2016	12%	12%	<b>13%</b>	12%	7%	12%	-	20%	-	27%	13%	15%	0%	11%	13%	-
% of Non-Participants	2016	1%	2%	<b>0%</b>	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	1%	-

\*\*\* 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 Measureable 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 American		White	American Indian			Two or More Races		ELL (Current & Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met
		Hispanic	Hispanic		Indian	Asian	Islander	Econ Disadv	Special Ed					
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	Y	Y	Y		Y		Y	Y	N	Y	8	9	89
Mathematics	Y	Y	Y	Y		Y		Y	Y	N	Y	8	9	89
Writing	Y	Y	Y	Y				Y	Y	N		5	6	83
Science	Y	Y	Y	Y		Y		Y	Y	N		7	8	88
Social Studies	Y	Y	Y	Y		Y		Y	Y	N		7	8	88
<b>Total</b>												<b>35</b>	<b>40</b>	<b>88</b>
<b>Performance Status - Federal</b>														
Federal Target	87%	87%	87%	87%						87%	87%	87%		
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Mathematics	Y	N	Y	Y	n/a	n/a	n/a	n/a	N	N		n/a		
<b>Participation Status</b>														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	Total +	Total Met Eligible	Percent of Eligible Measures Met	
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y		Y	9	9	100
Mathematics	Y	Y	Y	Y		Y		Y	Y	Y		Y	9	9	100
<b>Total</b>													<b>18</b>	<b>18</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met	Y	Y	Y	Y					Y	Y			6	6	100
Reason Code ***	a	a	a	a					d	d					
<b>Total</b>													<b>6</b>	<b>6</b>	<b>100</b>
<b>District: Met Federal Limits on Alternative Assessments</b>															
<b>Reading</b>															
Alternate 1%	Y														
Number Proficient	30														
Total Federal Cap Limit	31														
<b>Mathematics</b>															
Alternate 1%	N														
Number Proficient	27														
Total Federal Cap Limit	25														
<b>Total</b>													<b>0</b>	<b>1</b>	<b>0</b>
<b>Overall Total</b>													<b>59</b>	<b>65</b>	<b>91</b>

+ 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%

b = Four-year Graduation Rate Target of 88%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

d = Five-year Graduation Rate Target of 90%

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)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory	2,446	252	289	1,722	**	91	*	81	863	131	93	n/a
Standard												
Total Tests	2,900	363	346	1,975	**	103	*	96	1,143	274	123	83
% at Level II Satisfactory	84%	69%	84%	87%	73%	88%	*	84%	76%	48%	76%	n/a
Standard												
<b>Mathematics</b>												
# at Level II Satisfactory	2,053	207	268	1,435	**	67	*	66	766	132	96	n/a
Standard												
Total Tests	2,355	293	302	1,594	**	76	*	78	967	226	112	75
% at Level II Satisfactory	87%	71%	89%	90%	86%	88%	*	85%	79%	58%	86%	n/a
Standard												
<b>Writing</b>												
# at Level II Satisfactory	575	55	75	409	*	23	-	**	210	35	26	n/a
Standard												
Total Tests	679	75	93	469	*	23	-	**	276	65	34	23
% at Level II Satisfactory	85%	73%	81%	87%	*	100%	-	67%	76%	54%	76%	n/a
Standard												
<b>Science</b>												
# at Level II Satisfactory	883	93	101	626	*	35	*	23	302	45	25	n/a
Standard												
Total Tests	1,030	131	125	698	*	36	*	32	390	79	36	20
% at Level II Satisfactory	86%	71%	81%	90%	*	97%	*	72%	77%	57%	69%	n/a
Standard												
<b>Social Studies</b>												
# at Level II Satisfactory	634	70	68	449	*	25	*	17	202	28	12	n/a
Standard												
Total Tests	761	101	84	517	*	26	*	26	279	56	18	8
% at Level II Satisfactory	83%	69%	81%	87%	*	96%	*	65%	72%	50%	67%	n/a
Standard												
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	3,048	387	374	2,052	11	115	6	103	1,236	288	n/a	100
Total Students	3,065	389	376	2,062	12	115	6	105	1,246	291	n/a	100
Participation Rate	99%	99%	99%	100%	92%	100%	100%	98%	99%	99%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	2,474	316	318	1,663	7	80	5	85	1,043	239	n/a	81
Total Students	2,484	316	319	1,672	7	80	5	85	1,048	240	n/a	81
Participation Rate	100%	100%	100%	99%	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)
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- \* 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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	317	39	38	216	**	10	*	7	89	22	*	n/a
Total in Class	345	40	42	236	**	10	*	10	106	32	*	*
Graduation Rate	91.9%	97.5%	90.5%	91.5%	100.0%	100.0%	*	70.0%	84.0%	68.8%	*	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	303	32	31	221	*	**	-	10	93	17	*	n/a
Total in Class	319	37	33	230	*	**	-	10	104	18	*	*
Graduation Rate	95.0%	86.5%	93.9%	96.1%	*	100.0%	-	100.0%	89.4%	94.4%	*	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	306	34	31	222	*	**	-	10	94	17	*	n/a
Total in Class	319	37	34	229	*	**	-	10	104	17	*	*
Graduation Rate	95.9%	91.9%	91.2%	96.9%	*	100.0%	-	100.0%	90.4%	100.0%	*	n/a

**District: Met Federal Limits on Alternative Assessments**

<b>Reading</b>	
Number Proficient	30
Total Federal Cap Limit	31
<b>Mathematics</b>	
Number Proficient	27
Total Federal Cap Limit	25

- \* 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Results available at campus level only.

**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.

Results available at campus level only.

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.

	----- District -----		----- State -----	
	Number	Percent	Number	Percent
No Degree	0.0	0.0%	3,524.0	1.0%
Bachelors	263.7	84.3%	259,559.7	74.7%
Masters	46.8	15.0%	82,029.5	23.6%
Doctorate	2.3	0.7%	2,158.9	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.

**All Campuses**

**Core Academic Subject Areas**

		General	Special	Total
		Education	Education	
Total Number of Teachers		232	20	252
Total Number of Classes		835	72	907
Number of Classes Taught by Highly Qualified Teachers	Number	835	72	907
	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)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	4	0
Not Highly Qualified	0	0

**High Poverty Campuses**

**Core Academic Subject Areas**

Report Not Required

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

Report Not Required

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

**Low Poverty Campuses  
Core Academic Subject Areas**

		<b>General Education</b>	<b>Special Education</b>	<b>Total</b>
<b>Total Number of Teachers</b>		164	15	179
<b>Total Number of Classes</b>		767	67	834
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	767	67	834
	Percent	100.00%	100.00%	100.00%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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 -----	
	<b>Elem (PK-6)</b>	<b>secondary (7-12)</b>
<b>Emergency (for certified personnel)</b>	0	0
<b>Emergency (for uncertified personnel)</b>	0	0
<b>Non-renewable</b>	0	0
<b>Temporary Classroom Assignment</b>	0	0
<b>District Teaching</b>	0	0
<b>Temporary</b>	0	0

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

	----- Number of Teachers -----	
	<b>General Education</b>	<b>Special Education</b>
<b>Highly Qualified</b>	3	0
<b>Not Highly Qualified</b>	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.

<b>Year Enrolled in Higher Education</b>	<b>District</b>	<b>Region 07</b>	<b>State</b>
<b>2013-14</b>	58.6%	54.5%	57.5%
<b>2012-13</b>	63.4%	55.1%	56.9%

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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>% Below Basic</b>	<b>% At or Above Basic</b>	<b>% At or Above Proficient</b>	<b>% At or Above Advanced</b>
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30



Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
Grade 8		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
		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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: WHITEHOUSE H S

Campus ID: 212906001

District Name: WHITEHOUSE 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 subset.

Grade	Year	State	District	Campus	State District Campus American Hispanic White American Indian Asian Pacific Two or More Special Econ													ELL	Female	Male	Migrant
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv								
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																					
<b>Grade 8</b>																					
Reading	2016	85%	92%	*	*	-	-	-	-	-	-	*	*	-	*	-	-	-			
Mathematics	2016	80%	86%	*	*	-	-	-	-	-	-	*	*	-	*	-	-	-			
Science	2016	73%	80%	*	*	-	-	-	-	-	-	*	*	-	*	-	-	-			
Social Studies	2016	62%	72%	*	*	-	-	-	-	-	-	*	*	-	*	-	-	-			
<b>End of Course</b>																					
English I	2016	63%	75%	<b>75%</b>	46%	81%	80%	*	80%	*	89%	38%	63%	*	82%	69%	-	-			
	2015	66%	77%	<b>77%</b>	51%	73%	83%	*	78%	-	80%	32%	63%	*	81%	74%	-	-			
English II	2016	66%	74%	<b>74%</b>	51%	63%	80%	*	74%	*	85%	30%	58%	*	79%	70%	-	-			
	2015	69%	76%	<b>76%</b>	55%	73%	81%	*	86%	*	60%	33%	60%	*	77%	74%	-	-			
Algebra I	2016	76%	81%	<b>78%</b>	59%	90%	81%	*	89%	*	*	57%	70%	86%	79%	77%	-	-			
	2015	77%	85%	<b>81%</b>	57%	81%	85%	*	91%	-	83%	52%	71%	*	81%	80%	-	-			
Biology	2016	86%	92%	<b>92%</b>	82%	92%	94%	*	94%	*	83%	70%	86%	*	92%	91%	-	-			
	2015	88%	91%	<b>91%</b>	75%	90%	94%	*	95%	-	100%	69%	84%	*	92%	90%	-	-			
U.S. History	2016	90%	91%	<b>91%</b>	79%	87%	94%	*	90%	*	92%	53%	82%	60%	91%	91%	-	-			
	2015	88%	89%	<b>89%</b>	78%	88%	90%	83%	100%	*	100%	41%	80%	*	87%	90%	-	-			
<b>All Grades</b>																					
All Subjects	2016	74%	84%	<b>82%</b>	63%	82%	86%	67%	85%	63%	87%	49%	71%	47%	85%	79%	-	-			
	2015	73%	85%	<b>82%</b>	63%	80%	86%	81%	89%	*	85%	45%	71%	48%	84%	81%	-	-			
Reading	2016	72%	83%	<b>74%</b>	49%	72%	80%	*	77%	*	86%	35%	61%	30%	81%	69%	-	-			
	2015	74%	85%	<b>76%</b>	53%	73%	82%	80%	81%	*	72%	32%	61%	*	79%	74%	-	-			
Mathematics	2016	75%	86%	<b>78%</b>	59%	90%	81%	*	89%	*	*	58%	70%	86%	79%	77%	-	-			
	2015	73%	87%	<b>81%</b>	57%	81%	85%	*	91%	-	83%	52%	71%	*	81%	80%	-	-			
Science	2016	77%	85%	<b>92%</b>	82%	92%	94%	*	94%	*	83%	71%	87%	*	92%	91%	-	-			
	2015	75%	87%	<b>91%</b>	75%	90%	94%	*	95%	-	100%	69%	84%	*	92%	90%	-	-			
Social Studies	2016	76%	82%	<b>91%</b>	79%	87%	94%	*	90%	*	92%	54%	82%	60%	91%	91%	-	-			
	2015	74%	84%	<b>89%</b>	78%	88%	90%	83%	100%	*	100%	41%	80%	*	87%	90%	-	-			
<b>STAAR Percent at Final Level II or Above</b>																					
<b>All Grades</b>																					
All Subjects	2016	42%	53%	<b>55%</b>	30%	53%	61%	33%	67%	25%	58%	23%	39%	9%	57%	53%	-	-			
	2015	38%	51%	<b>52%</b>	25%	50%	57%	48%	69%	*	43%	15%	33%	17%	55%	49%	-	-			
Reading	2016	42%	54%	<b>54%</b>	26%	50%	60%	*	67%	*	59%	20%	37%	10%	62%	47%	-	-			
	2015	40%	52%	<b>51%</b>	23%	53%	57%	40%	63%	*	44%	11%	32%	*	59%	44%	-	-			
Mathematics	2016	40%	52%	<b>40%</b>	20%	50%	43%	*	44%	*	*	19%	30%	0%	44%	36%	-	-			
	2015	36%	51%	<b>34%</b>	10%	31%	40%	*	64%	-	17%	9%	20%	*	38%	31%	-	-			
Science	2016	44%	52%	<b>63%</b>	34%	68%	68%	*	81%	*	83%	39%	48%	*	61%	65%	-	-			
	2015	40%	55%	<b>58%</b>	31%	56%	63%	*	74%	-	46%	25%	37%	*	59%	58%	-	-			
Social Studies	2016	45%	51%	<b>62%</b>	46%	45%	69%	*	65%	*	46%	21%	45%	20%	54%	70%	-	-			
	2015	41%	51%	<b>62%</b>	38%	58%	66%	67%	85%	*	64%	19%	45%	*	57%	66%	-	-			

African
American
Pacific
Two or
Special
Econ

State District Campus
American
Hispanic
White
Indian
Asian
Islander
Races
Ed
Disadv
ELL
Female
Male
Migrant

**STAAR Percent at Level III Advanced**

**All Grades**

All Subjects	2016	17%	22%	<b>18%</b>	9%	15%	21%	11%	27%	0%	20%	9%	8%	0%	19%	18%	-
	2015	14%	20%	<b>14%</b>	6%	4%	16%	24%	24%	*	11%	2%	6%	0%	15%	12%	-
Reading	2016	16%	22%	<b>8%</b>	2%	2%	10%	*	13%	*	9%	6%	2%	0%	13%	4%	-
	2015	15%	20%	<b>7%</b>	2%	1%	7%	20%	19%	*	8%	3%	3%	*	11%	3%	-
Mathematics	2016	17%	24%	<b>16%</b>	7%	27%	17%	*	22%	*	*	6%	9%	0%	12%	19%	-
	2015	14%	21%	<b>12%</b>	6%	3%	14%	*	27%	-	17%	3%	5%	*	16%	9%	-
Science	2016	15%	21%	<b>30%</b>	10%	32%	32%	*	63%	*	50%	19%	11%	*	31%	29%	-
	2015	14%	21%	<b>17%</b>	10%	5%	20%	*	26%	-	8%	3%	7%	*	17%	18%	-
Social Studies	2016	21%	25%	<b>31%</b>	24%	16%	36%	*	30%	*	23%	10%	19%	0%	25%	37%	-
	2015	18%	22%	<b>26%</b>	11%	13%	32%	33%	31%	*	18%	0%	11%	*	23%	29%	-

**STAAR Participation (All Grades)**

All Tests	2016	99%	99%	<b>99%</b>	99%	98%	99%	95%	100%	100%	94%	99%	98%	100%	99%	99%	-
	2015	99%	99%	<b>99%</b>	100%	100%	99%	100%	100%	75%	97%	96%	99%	97%	100%	99%	-
Reading	2016	99%	99%	<b>99%</b>	99%	99%	99%	88%	100%	*	92%	99%	98%	100%	99%	99%	-
	2015	99%	99%	<b>99%</b>	100%	99%	99%	100%	100%	50%	96%	97%	99%	92%	100%	99%	-
Mathematics	2016	100%	100%	<b>98%</b>	100%	97%	98%	*	100%	*	*	100%	99%	100%	99%	98%	-
	2015	99%	99%	<b>99%</b>	100%	100%	99%	100%	100%	-	100%	97%	99%	100%	99%	99%	-
Science	2016	99%	99%	<b>98%</b>	98%	97%	98%	*	100%	*	100%	100%	97%	100%	99%	98%	-
	2015	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	-	100%	97%	99%	100%	99%	100%	-
Social Studies	2016	98%	99%	<b>99%</b>	100%	100%	98%	*	100%	*	93%	98%	98%	100%	98%	99%	-
	2015	99%	99%	<b>99%</b>	100%	100%	99%	100%	100%	100%	92%	93%	99%	100%	99%	99%	-

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

<b>Reading Tests</b>																	
% of Participants	2016	98%	99%	<b>99%</b>	100%	100%	98%	-	*	-	*	99%	98%	*	96%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	24%	<b>29%</b>	19%	27%	35%	-	*	-	*	29%	25%	*	11%	37%	-
% STAAR/EOC With Accommodations	2016	73%	63%	<b>61%</b>	67%	64%	56%	-	*	-	*	61%	60%	*	75%	54%	-
% STAAR Alternate2	2016	11%	12%	<b>9%</b>	14%	9%	8%	-	*	-	*	9%	13%	*	11%	8%	-
% of Non-Participants	2016	2%	1%	<b>1%</b>	0%	0%	2%	-	*	-	*	1%	2%	*	4%	0%	-
<b>Mathematics Tests</b>																	
% of Participants	2016	99%	100%	<b>100%</b>	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	21%	<b>19%</b>	20%	40%	15%	-	*	-	-	19%	17%	*	0%	30%	-
% STAAR/EOC With Accommodations	2016	75%	66%	<b>69%</b>	60%	40%	80%	-	*	-	-	69%	65%	*	77%	65%	-
% STAAR Alternate2	2016	12%	13%	<b>11%</b>	20%	20%	5%	-	*	-	-	11%	17%	*	23%	4%	-
% of Non-Participants	2016	1%	0%	<b>0%</b>	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-

\*\*1 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 Measureable 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.

	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
<b>Performance Status - State</b>														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	N	Y	Y		Y			Y	N		5	7	71
Mathematics	Y	Y	Y	Y					Y	N		5	6	83
Writing												0	0	
Science	Y	Y	Y	Y					Y	Y		6	6	100
Social Studies	Y	Y	Y	Y					Y	N		5	6	83
<b>Total</b>												<b>21</b>	<b>25</b>	<b>84</b>
<b>Performance Status - Federal</b>														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N		N	n/a	n/a	n/a	n/a	N	N		n/a		
Mathematics	N	N	Y	N	n/a	n/a	n/a	n/a	N	N		n/a		
<b>Participation Status</b>														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
<b>Total</b>												<b>14</b>	<b>14</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>														
Graduation Target Met	Y	Y	Y	Y					Y	Y		6	6	100
Reason Code ***	a	a	a	a					d	d		6	6	100
<b>Total</b>												<b>6</b>	<b>6</b>	<b>100</b>
<b>District: Met Federal Limits on Alternative Assessments</b>														
<b>Reading</b>														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
<b>Mathematics</b>														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
<b>Total</b>														
<b>Overall Total</b>												<b>41</b>	<b>45</b>	<b>91</b>

+ 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%

d = Five-year Graduation Rate Target of 90%

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)
<b>Performance Rates</b>												
<b>Reading</b>												
# at Level II Satisfactory	628	62	51	460	*	31	*	19	184	28	10	n/a
Standard												
Total Tests	833	124	74	568	*	36	*	21	301	83	18	15
% at Level II Satisfactory	75%	50%	69%	81%	*	86%	*	90%	61%	34%	56%	n/a
Standard												
<b>Mathematics</b>												
# at Level II Satisfactory	229	32	25	158	*	8	*	*	88	20	5	n/a
Standard												
Total Tests	290	53	28	192	*	9	*	*	123	34	6	6
% at Level II Satisfactory	79%	60%	89%	82%	*	89%	*	*	72%	59%	83%	n/a
Standard												
<b>Writing</b>												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
<b>Science</b>												
# at Level II Satisfactory	322	39	30	230	*	14	*	5	102	21	*	n/a
Standard												
Total Tests	349	46	33	244	*	15	*	5	116	29	*	*
% at Level II Satisfactory	92%	85%	91%	94%	*	93%	*	100%	88%	72%	*	n/a
Standard												
<b>Social Studies</b>												
# at Level II Satisfactory	380	45	32	270	*	17	*	12	121	21	7	n/a
Standard												

	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 Tests	416	58	35	287	*	18	*	13	147	37	9	7
% at Level II Satisfactory Standard	91%	78%	91%	94%	*	94%	*	92%	82%	57%	78%	n/a

**Participation Rates**

**Reading: 2015-2016 Assessments**

Number Participating	881	131	87	587	**	44	*	22	331	86	n/a	26
Total Students	892	132	88	593	**	44	*	24	337	87	n/a	26
Participation Rate	99%	99%	99%	99%	88%	100%	*	92%	98%	99%	n/a	100%

**Mathematics: 2015-2016 Assessments**

Number Participating	309	59	30	202	*	9	*	*	137	36	n/a	7
Total Students	314	59	31	206	*	9	*	*	139	36	n/a	7
Participation Rate	98%	100%	97%	98%	*	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)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	317	39	38	216	**	10	*	7	89	22	*	n/a
Total in Class	345	40	42	236	**	10	*	10	106	32	*	*
Graduation Rate	91.9%	97.5%	90.5%	91.5%	100.0%	100.0%	*	70.0%	84.0%	68.8%	*	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	303	32	31	221	*	**	-	10	93	17	*	n/a
Total in Class	319	37	33	230	*	**	-	10	104	18	*	*
Graduation Rate	95.0%	86.5%	93.9%	96.1%	*	100.0%	-	100.0%	89.4%	94.4%	*	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	306	34	31	222	*	**	-	10	94	17	*	n/a
Total in Class	319	37	34	229	*	**	-	10	104	17	*	*
Graduation Rate	95.9%	91.9%	91.2%	96.9%	*	100.0%	-	100.0%	90.4%	100.0%	*	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: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

**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 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 -----		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.0%	1.0%
<b>Bachelors</b>	71.8	75.7%	84.3%	74.7%
<b>Masters</b>	21.7	22.8%	15.0%	23.6%
<b>Doctorate</b>	1.4	1.5%	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 Education	Special Education	Total
<b>Total Number of Teachers</b>		60	5	65
<b>Total Number of Classes</b>		426	38	464
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	426	38	464
	Percent	100.00%	100.00%	100.00%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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)
<b>Emergency (for certified personnel)</b>	0	0
<b>Emergency (for uncertified personnel)</b>	0	0
<b>Non-renewable</b>	0	0
<b>Temporary Classroom Assignment</b>	0	0
<b>District Teaching</b>	0	0
<b>Temporary</b>	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
<b>Highly Qualified</b>	2	0
<b>Not Highly Qualified</b>	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.

<b>Year Enrolled in Higher Education</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
<b>2013-14</b>	58.6%	58.6%	57.5%
<b>2012-13</b>	63.4%	63.4%	56.9%

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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>% Below Basic</b>	<b>% At or Above Basic</b>	<b>% At or Above Proficient</b>	<b>% At or Above Advanced</b>	
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	
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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
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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