Print this report

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

Campus Name: HIGHLAND PARK H S Campus ID: 188903001 District Name: HIGHLAND PARK ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

											Two						
					African			American		Pacific	or More	Special	Econ				
		State I	District			Hispanio		Indian				•		ELL	Female	Male I	Migrant
									_								
STAAR Percent at	or Ab	ove Ap	proach	es Grade	Level (20	17) or L	evel II S	atisfactor	y Stan	dard (201	16)						
Grade 7																	
Reading	2016	69%	78%	*	-	*	*	-	-	-	*	*	*	-	*	*	-
Mathematics	2016	68%	81%	*	-	*	*	-	-	-	*	*	*	-	*	*	-
Writing	2016	68%	81%	71%	-	*	*	-	-	-	*	*	*	-	*	*	-
End of Course																	
English I	2017	61%	65%	65%	*	59%	60%	-	91%	-	*	*	67%	*	72%	60%	-
•	2016	63%	68%	68%	*	72%	64%	-	67%	-	*	71%	61%	*	90%	53%	-
English II	2017	64%	83%	83%	*	74%	86%	_	83%	_	*	73%	76%	*	96%	74%	_
g	2016		72%	72%	-	60%	74%	-	85%	-	-	*	64%	*	79%	64%	-
Algebra I	2017		83%	83%	*	94%	73%	-	100%	-	*	46%	88%	*	90%	76%	-
	2016	76%	84%	81%	*	80%	84%	-	*	-	*	80%	77%	*	88%	76%	-
Biology	2017	85%	98%	98%	-	95%	100%	-	100%	-	*	88%	100%	*	100%	97%	-
	2016	86%	91%	91%	*	82%	91%	-	100%	-	*	*	89%	*	97%	83%	-
U.S. History	2017	91%	95%	95%	_	95%	97%	_	89%	_	_	*	97%	*	100%	89%	_
	2016		95%	95%	*	92%	94%	-	100%	-	*	71%	98%	*	97%	93%	-
All Grades																	
All Subjects	2017	7/1%	76%	84%	71%	82%	81%	_	92%	_	100%	51%	84%	*	91%	78%	_
All Oubjects	2016		77%	80%	100%	74%	81%	_	84%	_	91%	60%	76%	50%	89%	73%	_
	2010	7 170	1170	0070	10070	7 170	0170		0170		0170	0070	. 070	0070	0070	1070	
Reading	2017	71%	77%	73%	*	66%	71%	-	87%	-	100%	40%	71%	*	83%	66%	-
	2016	72%	76%	70%	*	65%	70%	-	77%	-	*	50%	63%	*	82%	59%	-
Mathematics	2017	78%	76%	83%	*	94%	73%	_	100%	_	*	46%	88%	*	90%	76%	_
	2016		79%	77%	*	70%	82%	-	*	-	*	73%	72%	*	86%	71%	-
144.50	0010	000/	000/	- 40/		*	*				*						
Writing	2016	68%	69%	71%	-	•	•	-	-	-	•	*	•	-	•	*	-
Science	2017	78%	85%	98%	-	95%	100%	-	100%	-	*	88%	100%	*	100%	97%	-
	2016		82%	91%	*	82%	91%	-	100%		*	*	89%	*	97%	83%	-
Social Studies	2017		79%	95%	-	95%	97%	-	89%	-	-	*	97%	*	100%	89%	-
	2016	76%	80%	95%	*	92%	94%	-	100%	-	*	71%	98%	*	97%	93%	-

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

					57% 91%	52% 41%	53% 47%	-		65% 51%	-	88% 55%	29% 37%	57% 40%	* 20%	60% 57%	51% 39%	-
					*	41% 35%	43% 42%	-		61% 45%	-	100%	20% 42%	51% 31%	*	60% 57%	40% 28%	-
																		-
					*	35% 35%	30%	-		*	-	*	8% 45%	44% 25%	*	45% 43%	24%	-
2016	39%	30%	6 C)%	-	*	*	-		-	-	*	*	*	-	*	*	-
					- *	84% 53%	83% 69%	-		82% 91%	-	*	75% *	82% 71%	*	91% 87%	76% 50%	-
-					*	55% 58%	70% 50%	-		56% 44%	-	*	* 29%	63% 50%	*	54% 39%	74% 67%	-
Maste	rs Gra	ide Le	evel (2	2017) or	Level II	l Advan	ced (20	16)										
					0% 27%	10% 4%	10% 7%	-		16% 10%	-	13% 9%	2% 6%	11% 5%	*	11% 8%	11% 7%	-
					*	5% 0%	0% 1%	-		13% 9%	-	0%	0% 0%	5% 2%	*	8% 7%	0% 0%	-
					*	6%	7%	_		25%	-	*	0%	16%	*	7%	14%	-
2016	17%	12%	6 8	3%	*	5%	9%	-		*	-	*	9%	6%	*	14%	3%	-
2016	14%	7%	()%	-	*	*	-		-	-	*	*	*	-	*	*	-
					- *	16% 0%	29% 9%	-		27% 27%	-	*	0% *	21% 11%	*	23% 8%	24% 13%	-
					- *	20% 17%	18% 14%	-		0% 0%	-	- *	* 0%	9% 7%	*	11% 3%	22% 19%	-
on (All	Grade	es)																
			99% 99%			100% 100%	99% 100%	100% 100%	-	100% 100%	-	100% 100%	100% 100%	100% 100%	100% 100%	99% 100%	100% 100%	
			99% 99%	100% 100%	100% 100%	100%	100% 100%	100% 100%	-	100% 100%	-	100%	100% 100%	100% 100%	100% 100%			-
						*	100% 100%	100% 100%	-	100% 100%	-	*	100% 100%	100% 100%	*			
	20)16	99%	100%	100%	-	100%	*	-	-	-	*	*	100%	-	*	*	-
			99% 99%	99% 100%	100% 100%	- *	100% 100%	100% 100%	-	100% 100%	- -	*	100%	100% 100%	*			-
	20)17	98%	99%	98%	-	95%	100%	-	100%	-	_	100%	100%	*	97%	100%	-
	2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016	2017 19% 2016 17% 2016 16% 2017 21% 2016 17% 2016 14% 2016 15% 2017 26% 2016 21% 00 (All Grade) 20 20 20 20 20 20 20 20 20 20 20 20 20	2016 42% 42% 2017 43% 42% 2016 42% 41% 2017 45% 40% 2016 39% 30% 2017 48% 51% 2016 44% 59% 2017 48% 41% 2016 45% 44% Masters Grade Le 2017 19% 14% 2016 17% 12% 2017 18% 15% 2016 16% 13% 2017 21% 14% 2016 17% 12% 2017 21% 14% 2016 15% 13% 2017 26% 11% 2017 26% 11% 2016 21% 13% on (All Grades) 2017 2016 2017 2016 2017 2016 2017 2016 2017 2016	2016 42% 42% 4 2017 43% 42% 4 2016 42% 41% 4 2017 45% 40% 3 2016 40% 37% 3 2016 39% 30% C 2017 48% 51% 8 2016 44% 59% 7 2017 48% 41% 6 2016 45% 44% 5 Masters Grade Level (2 2017 19% 14% 1 2016 17% 12% 7 2017 21% 14% 1 2016 17% 12% 8 2016 16% 13% 3 2016 16% 13% 3 2017 21% 14% 1 2016 17% 12% 8 2016 15% 13% 1 2017 26% 11% 1 2017 26% 11% 1 2016 21% 13% 1 2017 26% 11% 1 2016 21% 13% 1 2017 29% 2016 99% 2017 99% 2016 99% 2016 99% 2016 99% 2016 99% 2016 99% 2016 99% 2017 99% 2016 90% 2016 90% 2016 90% 2016 90% 2016 9	2016 42% 42% 47% 2017 43% 42% 49% 2016 42% 41% 41% 2017 45% 40% 36% 2016 39% 30% 0% 2017 48% 51% 82% 2016 44% 59% 71% 2017 48% 41% 63% 2016 45% 44% 55% Masters Grade Level (2017) or 2017 19% 14% 11% 2016 17% 12% 7% 2017 21% 14% 10% 2016 16% 13% 3% 2016 17% 12% 8% 2016 14% 7% 0% 2017 19% 14% 23% 2016 15% 13% 10% 2017 26% 11% 16% 2016 21% 13% 12% on (All Grades) 2017 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2017 99% 99% 2016 99% 100% 2016 99% 100% 2016 99% 100% 2017 99% 99% 2016 99% 100% 2017 99% 99% 2016 99% 100%	2016 42% 42% 49% * 2016 42% 41% 41% * 2017 45% 40% 36% * 2016 39% 30% 0% - 2017 48% 51% 82% - 2016 44% 59% 71% * 2017 48% 41% 63% - 2016 45% 44% 55% * Masters Grade Level (2017) or Level II 2017 19% 14% 11% 0% 27% 27% 2017 18% 15% 3% * 2016 16% 13% 3% * 2016 16% 13% 3% * 2017 21% 14% 10% * 2016 17% 12% 8% * 2017 21% 14% 10% * 2016 17% 12% 8% * 2017 21% 14% 10% * 2016 15% 13% 10% * 2017 29% 100% 100% 2016 99% 100% 2016 99% 2016 99% 2016 2016 99% 2016 2016 99% 2016 2016 2016 99% 2016 2016 2016 2016 2016 2016 2016 2016	2016 42% 42% 47% 91% 41% 2017 43% 42% 49% * 41% 2016 42% 41% 41% * 35% 2017 45% 40% 36% * 35% 2016 39% 30% 0% - * 2017 48% 51% 82% - 84% 2016 44% 59% 71% * 53% 2016 45% 44% 55% * 58% Masters Grade Level (2017) or Level III Advan 2017 19% 14% 11% 0% 10% 2016 17% 12% 7% 27% 4% 2016 16% 13% 3% * 5% 2016 16% 13% 3% * 0% 2017 21% 14% 10% * 6% 2016 17% 12% 8% * 5% 2016 15% 13% 10% * 0% 2017 29% 14% 23% - 16% 2016 15% 13% 10% * 0% 2017 26% 11% 16% - 20% 2016 21% 13% 12% * 17% con (All Grades) 2017 99% 100% 100% 100% 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2016 99% 100% 100% * 2017 99% 99% 100% - 2016 99% 100% 100% * 2017 99% 99% 100% - 2016 99% 100% 100% *	2016 42% 42% 47% 91% 41% 47% 2016 42% 41% 41% ** 2016 42% 41% 41% ** 2016 42% 41% 41% ** 2016 42% 41% 41% ** 2016 40% 37% 32% ** 2016 39% 30% 0% ** 2017 48% 51% 82% 84% 83% 69% 2016 45% 44% 55% ** 2016 45% 44% 55% ** 2017 19% 14% 55% ** 2016 17% 12% 7% 27% 4% 7% 2016 16% 13% 3% ** 2016 16% 13% 3% ** 2016 16% 13% 3% ** 2016 16% 13% 3% ** 2016 16% 13% 3% ** 2016 16% 13% 3% ** 2017 21% 14% 10% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 17% 12% 8% ** 2016 15% 13% 10% 2017 26% 11% 16% 2016 21% 13% 12% ** 2017 26% 11% 16% 2016 21% 13% 12% ** 2017 26% 11% 16% 2016 21% 13% 12% ** 2017 2016 21% 13% 12% ** 2017 26% 11% 16% 2016 29% 100% 100% 100% 99% 2016 21% 13% 12% ** 2017 2016 21% 13% 10% 10% 100% 100% 2016 2016 20% 100% 100% 100% 2016 20% 100% 100% 100% 2016 20% 100% 100% 100% 2016 20% 100%	2016 42% 42% 49%	2016 42% 42% 49% * 41% 41% 43% - 2016 42% 41% 41% * 35% 42% - 2016 42% 41% 41% * 35% 30% - 2016 40% 37% 32% * 35% 30% - 2016 39% 30% 0% - 2016 44% 59% 71% * 53% 69% - 2016 45% 44% 55% * 58% 50% - 2016 45% 44% 55% * 58% 50% - 2016 17% 12% 7% 27% 48% 7% - 2016 16% 13% 33% * 5% 50% - 2016 16% 13% 39% * 5% 50% - 2016 16% 13% 39% * 5% 50% - 2016 16% 13% 39% * 5% 50% - 2016 16% 13% 39% * 5% 50% - 2016 16% 13% 39% * 5% 50% - 2016 16% 13% 39% * 5% 50% 10% 10% 10% - 2016 16% 13% 39% * 5% 50% 10% 10% 10% - 2016 16% 13% 39% * 5% 50% 10% 10% 10% - 2016 17% 12% 88% * 5% 99% - 2016 16% 13% 39% * 5% 99% - 2016 16% 13% 10% * 5% 99% - 2016 15% 13% 10% * 5% 99% - 2016 15% 13% 10% * 5% 99% - 2016 15% 13% 10% * 5% 99% - 2016 15% 13% 10% * 5% 99% - 2016 21% 13% 12% * 7% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10	2016 42% 42% 47% 91% 41% 47% - 51% 2017 43% 42% 41% 41% - 35% 42% - 45% 2016 42% 41% 41% - 35% 30% - 63% 2016 40% 37% 32% - 35% 30% - 63% 2016 40% 59% 71% - 53% 69% - 91% 2017 48% 51% 82% - 84% 83% - 82% 2016 44% 59% 71% - 55% 70% - 56% 2016 45% 44% 55% - 55% 50% - 44% 2016 45% 44% 55% - 55% 50% - 44% Masters Grace Level (2017) or Level III Advanced (2016) Masters Grace Level (2017) or Level III Advanced (2016) Masters Grace Level (2017) or Level III Advanced (2016) Masters Grace Level (2017) or Level III Advanced (2016) Masters Grace Level (2017) or Level III Advanced (2016) 2017 19% 14% 59% 79% 27% 4% 79% - 10% 2016 16% 13% 39% - 55% 0% - 11% 2016 16% 13% 39% - 55% 0% - 13% 2016 16% 13% 39% - 55% 0% - 25% 2016 16% 13% 10% - 55% 99% - 25% 2016 17% 12% 89% - 56% 99% - 25% 2016 14% 79 09% - 16% 29% - 27% 2017 19% 14% 23% - 16% 29% - 27% 2016 15% 13% 10% - 0% 99% - 0% 2017 26% 11% 16% - 20% 18% - 0% 2016 21% 13% 12% - 16% 29% - 27% 2016 21% 13% 12% - 16% 29% - 27% 2017 26% 11% 16% - 20% 18% - 0% 2016 21% 13% 12% - 10% 100% 100% 100% - 100% 2016 2016 99% 100% 100% 100% 100% 100% - 100% 2016 99% 100% 100% 100% 100% 100% - 100% 2016 99% 100% 100% - 100% 100% 100% - 100% 2016 99% 100% 100% -	2016 42% 42% 47% 91% 41% 47% - 51% - 10% - 100% - 100% - 100% 100% 100%	2016 42%	2016 42% 42% 47% 91% 41% 47% - 51% - 55% 37% 20% 20% 20% 42% 41% 41% 43% - 61% 100% 20% 20% 42% 41% 41% 36% 36% 42% 36% 42% 36% 30% - 63% 3 6	2016 42% 42% 42% 43% 43% 41% 43% -	2016 42% 42% 47% 91% 41% 47% - 51% - 55% 37% 40% 20% 2017 43% 42% 49% - 41% 43% - 61% - 100% 20% 51% - 2016 42% 41% 41% - 35% 42% - 45% - 100% 20% 51% - 2017 43% 42% 49% - 41% 43% - 61% - 100% 20% 51% - 2016 40% 37% 36% - 35% 30% - 63% - 48% 25% - 2016 40% 37% 32% - 35% 30% - 63% - 7 88% 44% - 2016 40% 37% 32% - 35% 30% - 63% - 7 88% 44% - 2016 40% 37% 32% - 35% 30% - 7 - 7 - 7 45% 25% - 2017 48% 51% 82% - 84% 83% - 82% - 75% 82% - 2016 44% 59% 71% - 55% 59% 69% - 91% - 7 75% 82% - 2016 44% 59% 71% - 55% 50% - 44% - 229% 50% - 2017 48% 44% 55% - 58% 50% - 44% - 229% 50% - 2017 48% 41% 14% 10% 0% 10% 10% - 16% - 13% 2% 11% - 2016 17% 12% 79% 27% 4% 79% - 10% - 99% 6% 59% 0% 2016 18% 13% 33% - 0% 19% - 99% - 7 0% 22% - 2017 18% 15% 33% - 55% 09% - 13% - 00% 09% 55% - 2016 14% 78% 09% - 15% 99% - 25% - 00% 16% - 2017 19% 14% 10% - 66% 79% - 25% - 00% 16% - 2016 17% 12% 83% - 16% 29% - 27% - 00% 16% - 2016 14% 78 09% 100% 100% 100% - 20% - 27% - 7 11% - 2016 12% 13% 12% - 16% 29% - 27% - 7 0% 21% - 2017 2016 13% 13% 12% - 16% 29% - 27% - 7 0% 10% - 100% - 100% - 2016 15% 13% 12% - 10% 100% - 100% - 100% - 100% - 100% - 2016 15% 13% 12% - 17% 14% - 00% - 2006 - 27% - 110% - 2016 15% 13% 12% - 100% 100% - 100% - 100% - 100% 100%	2016 42% 42% 42% 49% 49% 41% 41% 43% - 51% 55% 37% 40% 20% 57% 40% 2016 42% 41% 41% 41% 36% - 61% - 100% 20% 51% * 60% 2016 42% 41% 41% * 35% 35% 30% - 63% * 45% 25% 31% * 45% 25% 31% * 57% 2017 43% 42% 31% * 35% 30% - 63% * * 45% 25% * 43% 25% 40% 25% 45% 25% * 43% 2016 40% 37% 32% * 35% 30% * * * * * * * * * * * * * * * * * * *	2016 42% 42% 42% 49% 31% 41% 43% - 61% - 100% 20% 51% 59% 39% 40% 20% 57% 39% 40% 2016 42% 41% 41% - 35% 42% - 45% - 45% - 24% 31% - 57% 28% 28% 2016 42% 37% 37% 32% - 35% 30% - 63% - 28% 42% 44% 41% 41% - 35% 42% - 45% - 2 8% 44% 44% - 45% 28% 28% 2016 42% 37% 32% - 35% 30% - 63% - 2 8% 44% 44% - 45% 28% 28% 2016 42% 57% 37% 40% 20% 57% 39% 28% 2016 42% 57% 40% 20% 57% 39% 28% 28% 2016 42% 57% 40% 20% 57% 32% - 35% 30% - 63% - 2 8% 44% - 45% 28% 28% 2016 42% 59% 71% - 53% 69% - 91% - 7 45% 25% - 43% 24% 2016 44% 59% 71% - 53% 69% - 91% - 7 5% 82% - 91% 76% 2016 44% 59% 71% - 55% 50% 50% - 44% - 2 29% 50% - 39% 67% 2016 45% 44% 59% - 55% 70% - 55% 50% - 44% - 2 29% 50% - 39% 67% 2016 45% 44% 59% - 10% 59% - 10% - 99% 6% 55% 0% 8 7% 2016 15% 13% 34% - 55% 00% 19% - 10% - 99% 6% 55% 0% 8 7% 2016 15% 13% 34% - 55% 00% 19% - 99% - 0 0% 22% - 7% 00% 2016 15% 13% 34% - 0 0% 19% - 2 25% - 2 0% 00% 22% - 7% 00% 2016 16% 13% 34% - 0 0% 19% - 2 25% - 0 0% 22% - 7% 00% 2016 16% 13% 34% - 0 0% 19% - 2 25% - 0 0% 22% - 7% 00% 2016 16% 13% 34% - 0 0% 19% - 2 25% - 0 0% 22% - 7% 00% 2016 16% 13% 34% - 0 0% 19% - 2 25% - 0 0% 22% - 7% 00% 2016 16% 13% 13% 10% - 16% 99% - 2 27% - 0 0% 22% - 7% 00% 2016 16% 13% 10% 10% 10% 100% 100% 100% 100% 10

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

100% 100%

100% 100%

100% 100%

2017 98% 100% 100%

HS2016-17 Federal Report Card.htm[2/5/2018 11:08:08 AM]

Reading Tests % of Participants

% STAAR/EOC With No

Accommodations % STAAR/EOC With	2017	13%	4%	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-
Accommodations	2017	73%	84%	88%	*	73%	100%	-	-	-	-	88%	83%	*	82%	93%	-
% STAAR Alternate 2	2017	12%	13%	12%	*	27%	0%	-	-	-	-	12%	17%	*	18%	7%	-
% of Non-Participants	2017	2%	0%	0%	*	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	100%	100%	*	*	100%	-	-	-	-	100%	100%	*	100%	100%	-
Accommodations % STAAR/EOC With	2017	12%	0%	0%	*	*	0%	-	-	-	-	0%	0%	*	0%	0%	-
Accommodations	2017	74%	88%	92%	*	*	100%	-	-	-	-	92%	80%	*	83%	100%	-
% STAAR Alternate 2	2017	13%	12%	8%	*	*	0%	-	-	-	-	8%	20%	*	17%	0%	-
% of Non-Participants	2017	1%	0%	0%	*	*	0%	-	-	-	-	0%	0%	*	0%	0%	-

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

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

															Percent of
								Two or			ELL				Eligible
	All	African			American		Pacific	More	Econ	Specia	I (Current 8	& ELL	Total	Total	Measures
	Studen	tsAmerican	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored) +	Met	Eligible	Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ		Υ	Υ					Υ			n/a	4	4	100
Mathematics	Υ			Υ					Υ			n/a	3	3	100
Writing												n/a	0	0	
Science	Υ								Υ			n/a	2	2	100
Social Studies	Υ			Υ					Υ			n/a	3	3	100
Total													12	12	100
Performance Status - Federa	al														
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	Ν	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Ν			N	n/a	n/a	n/a	n/a	Ν			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ		Υ	Υ					Υ	Υ	n/a		5	5	100
Mathematics	Υ			Υ					Υ		n/a		3	3	100
Total													8	8	100
Federal Graduation Status (Target: S	ee Reason C	odes)												
Graduation Target Met	Y		•	Υ					Υ		n/a		3	3	100
Reason Code ***	а			а					а						
Total													3	3	100

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1% n/a
Number Proficient n/a
Total Federal Cap Limit n/a

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

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

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

Mathematics

Alternate 1% n/a
Number Proficient n/a
Total Federal Cap Limit n/a

Total

Overall Total 23 23 100

- + Participation uses ELL (Current), Graduation uses ELL (Ever HS)
- *** Federal Graduation Rate Reason Codes:
 - a = Graduation Rate Goal of 90%

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

b = Four-year Graduation Rate Target of 88.5%

d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria. \\

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

							Two or		ELL			
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates												
Reading												
# at Approaches Grade Level	105	*	27	49	-	20	-	**	55	10	*	n/a
Standard												
Total Tests	140	*	39	68	-	23	-	**	76	22	*	*
% at Approaches Grade	75%	*	69%	72%	-	87%	-	100%	72%	45%	*	n/a
Level Standard												
Mathematics												
# at Approaches Grade Level Standard	46	*	15	21	-	8	-	*	27	*	6	n/a
Total Tests	56	*	16	29	-	8	-	*	31	*	8	*
% at Approaches Grade Level Standard	82%	*	94%	72%	-	100%	-	*	87%	*	75%	n/a
Writing												
# at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade	-	-	-	-	-	-	-	-	-	-	-	n/a
Level Standard												
Science												
# at Approaches Grade Level	55	-	18	24	-	**	-	*	33	7	*	n/a
Standard												
Total Tests	55	-	18	24	-	**	-	*	33	7	*	*
% at Approaches Grade	100%	-	100%	100%	-	100%	-	*	100%	100%	*	n/a
Level Standard												
Social Studies												
# at Approaches Grade Level	59	-	19	32	-	8	-	-	31	*	*	n/a
Standard												
Total Tests	61	-	19	33	-	9	-	-	32	*	*	*
% at Approaches Grade Level Standard	97%	-	100%	97%	-	89%	-	-	97%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessment		_	40	00		24		-	70	25	/	0
Number Participating	145	5	42	69	-	24	-	5	78 70	25 25	n/a	8
Total Students	145	5	42	69	-	24	-	5	78	25	n/a	8
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessi	ments 58	*	17	30		8		*	32	13	n/a	*
Number Participating		*	17	30	-	8	-	*	32 32	13		*
Total Students	58 100%	*			-		-	*			n/a	*
Participation Rate	100%		100%	100%	-	100%	-		100%	100%	n/a	*

^{*} Indicates results are masked due to small numbers to protect student confidentiality.

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

^{**} When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

⁻ Indicates there are no students in the group.

	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 Grade	uation Rate ((Gr 9-12): Cl	ass of 2016	i								
Number Graduated	60	6	20	28	-	*	-	*	32	7	-	n/a
Total in Class	60	6	20	28	-	*	-	*	32	7	-	-
Graduation Rate	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	-	n/a
4-year Longitudinal Cohort Grade	uation Rate ((Gr 9-12): Cl	ass of 2015	;								
Number Graduated	61	-	19	37	-	5	-	-	31	9	-	n/a
Total in Class	65	-	21	39	-	5	-	-	33	11	-	-
Graduation Rate	93.8%	-	90.5%	94.9%	-	100.0%	-	-	93.9%	81.8%	-	n/a
5-year Extended Graduation Rate	e (Gr 9-12): C	lass of 201	5									
Number Graduated	61	-	19	37	-	5	-	-	31	9	-	n/a
Total in Class	64	-	20	39	-	5	-	-	33	11	-	-
Graduation Rate	95.3%	-	95.0%	94.9%	-	100.0%	-	-	93.9%	81.8%	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a
Total Federal Cap Limit n/a

Mathematics
Number Proficient n/a
Total Federal Cap Limit n/a

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: NoPriority School Reason: N/A Focus School Reason: N/A

Focus School Identification: No

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No **High Progress School:** No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

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

	Campus								
	Number	Number Percent District							
			Percent	Percent					
No Degree	0.0	0.0%	0.0%	1.2%					
Bachelors	12.3	53.8%	77.7%	74.5%					
Masters	10.5	46.2%	22.3%	23.6%					
Doctorate	0.0	0.0%	0.0%	0.6%					

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

	Number of	Teachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency	0	0
Non-renewable	0	1
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	59.0%	59.0%	56.1%
2013-14	64.2%	64.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

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

Grade 4	Reading	Overall	36	64	31	7
	_	American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		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